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ABSTRACT

The INNOV database was created as part of a United Nations Educational, Scientific and Cultural Organization (UNESCO) program to collect, analyze and promote successful basic education projects in the developing world, and this report lists innovations in the field. It is divided into sections of project reports in three major geographical regions: (1) Africa; (2) Asia; and (3) Latin America and the Caribbean. From within these areas, a total of 37 countries are represented. Each project was designed to combat educational problems such as access to education, adult literacy, curriculum development, disadvantaged groups, educational quality, rural areas, and teacher education. Eighty-one reports are presented, and all entries include the project's title, country, type, main educational problems tackled, target groups, objectives, information on learners, responsible body, address, manager, contact person, working languages, date of creation, duration, funding sources, description, background, staffing, policy commitment/support, evaluations, and sources. Some entries also provide cost data, plans for going to scale, weakness/risk factors, impact, and project publications. (MAS)

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EDUCATION FOR ALL

INDICATORS DATABASE

ED 377 831

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INNOV DATA BASE

Education for All, Making it Work is a major international UNESCO programme to collect, analyze and promote successful basic education projects in the developing world. For this purpose the database INNOV has been created, listing to-date 81 innovations in this field. Other activities in our programme include publications on showcase projects and inter-project workshops.

This is the first print-out of INNOV, which will be regularly up-dated, adjusted and re-issued. We shall be happy for comments, corrections and contributions to this work. For all further information, please contact: UNESCO, the Basic Education Division/CBE, 7, Place de Fontenoy, 75352, Paris 07 SP, France, tel: 33-1-45.68.23.64/21.26; Fax: 33-1-40.65.94.06

ED/94/WS.3

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Africa

0074

PROJECT TITLE: **Le Centre d'éducation des jeunes filles en milieu rural dans la Province de Zu (Young Girls Education Centre)**

COUNTRY: Benin

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
access to education; girls enrolment; vocational training; disadvantaged children; rural areas

TARGET GROUPS: Out-of school girls, ages 8-16

OBJECTIVES: To prepare the girls to be self-reliant and self-sufficient

INFORMATION ON LEARNERS: In 1992-93: 450 girls from rural areas of the District of Zu.

RESPONSIBLE BODY: Centres de formation des jeunes filles

ADDRESS: Abomey, Adingigon, Agoli, Province of Zu, Benin

MANAGER: Mgr Agboka/Abbe Joseph Toha

CONTACT PERSON: UNICEF/Cotonou Tel: 229-30 09 42 Fax: 229 30 06 97

WORKING LANGUAGES: Fon

DATE OF CREATION:1964

DURATION: On-going

FUNDING SOURCES: Catholic Church; Contribution of parents through income-generating activities; Private donors; UNICEF

PROJECT DESCRIPTION:
The Centre for the Education of Girls provides literacy and numeracy basic skills in the local language (Fon). The vocational training includes in addition to the traditional training provided to girls: sewing machine repairing; metal work; refrigerating techniques, and so on.

Innovative teaching/learning methods put emphasis on personality development and values education referring to the traditional culture and Catholic principles. After four years of initial basic education, further training is provided in the framework of private workshops.

BACKGROUND:
The Centre was founded and is still managed by Mgr Agboka, a diocesan catholic priest. The first learners were girls in conflict with their parents about marriage.

STAFFING: For 37 centres: currently 180 volunteer teachers.

POLICY COMMITMENT/SUPPORT:
Government shows a growing interest in the project.

EVALUATIONS:
No recent and thorough evaluation has been done. The latest was carried out 6 years ago in the form of an academic work (out-of-stock).

SOURCES:
Report of the Second meeting on the Analysis and Dissemination of Innovations in Basic Education (by A. Tay)

0078

PROJECT TITLE: **Complexe Scolaire Toussaint Louverture**

COUNTRY: Benin

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
educational quality; disadvantaged groups; education of girls; vocational training

TARGET GROUPS: Primary and secondary school

OBJECTIVES:
To provide an alternative education that will lead to employment

INFORMATION ON LEARNERS:
Primary school level: 240 students and secondary level: 210 students

RESPONSIBLE BODY: Centre Panafricain de Prospective Sociale/Panafrican Social Prospects Centre

ADDRESS: Boite Postale 1501, Porto Novo, Benin. 229-21 44 36, 229 21 39 65

MANAGER: M. Hundegla Florenti, Director

WORKING LANGUAGES: French/Yoruba/English

DATE OF CREATION:1990

DURATION: On-going

FUNDING SOURCES:
Panafrican Social Prospects Centre; UNICEF; income generating activities; parents' contributions

PROJECT DESCRIPTION:
This pilot project is an alternative primary and vocational school that covers two educational cycles: six years of primary education followed by seven years of secondary education. The main innovative aspect of this project are improved learning achievement, curriculum and school organization, elimination of drop-out and repetition. The project aims at innovating the internal efficiency and raising the relevance of formal schooling through linkage with the world of work. One of the objectives of the school is to enrol disadvantaged children according to quotas. The vocational training workshops are used as income generating activities.

BACKGROUND:
This school was launched as a follow-up to the World Conference on Education for All, by the Panafrican Social Prospects Centre, with support from UNICEF, Benin. It is the result of a report by Professor Amoussou at the National University of Benin: "Quel avenir pour l'Education au Benin"? that stresses the necessity to link education to the world of work and offer good quality vocational training. The main other subjects deemed necessary to broaden are: science; languages (Yoruba and English, in addition to French); geography; history mainly the history of black people in the world, taught in the spirit of Toussaint Louverture; values education; human rights; African dignity; family values; health education.

POLICY COMMITMENT/SUPPORT: Government

SOURCES: Complexe Scolaire Toussaint Louverture, presentation generale (project doc)

0038

PROJECT TITLE: **The YWCA Teen Mothers' Project.**

COUNTRY: Botswana

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Dropouts; access to education; enrolment of girls; socially disadvantaged children; motivation; educational facilities; out-of-school

TARGET GROUPS: Teen-age mothers

OBJECTIVES:
To offer the possibility to young girls who have been rejected from school because of pregnancy to pass the Junior Certificate, so they can go on to secondary school

INFORMATION ON LEARNERS: Twenty-one girls and their babies

RESPONSIBLE BODY: Botswana Young Women's Christian Association

ADDRESS:
P.O. Box 359, Boipelogo Close African Mall, Gaborone Botswana. Tel.: 312092, Fax: 357783

CONTACT PERSONS: Mabuse, Magdaline

WORKING LANGUAGES: English; Setswana

DATE OF CREATION: 88/8

DURATION: On-going

FUNDING SOURCES:
Pathfinder Fund (Boston, USA); UNICEF; Bread for the World (Germany). This funding will end in December 1993. there has been no promise of funding for 1994

COST DATA: P 288.514 annually

PROJECT DESCRIPTION:
Twenty-one girls and their babies are fetched by mini-bus from their homes. The girls and their babies have three meals a day. The girls receive a well-rounded education to enable them to sit for the Junior Certificate in order for them to return to Senior schools. Babies are cared for in a creche. Family Life Education and Counselling are important components of the curriculum. Craftwork is important too.

BACKGROUND:
Teen-age pregnancies are increasing in Botswana and the Teen Mothers programme fills a deep need in providing alternative education to disadvantaged girls. Family life education and counselling fill a void in the growth of the teenager. The programme provides much needed sex education and counselling.

STAFFING:
Project Coordinator (Basic Education, Nursing Education). Two Counsellors (Bachelor of Arts in Education Social Work)

PLANS FOR GOING TO SCALE:
It is the desire of the Botswana YWCA to have this programme replicated nation-wide, possibly with the financial help from the government

EVALUATIONS: 1990: Pathfinder

WEAKNESS/RISK FACTORS:
The programme suffers from lack of sustained funding. From 1988, it has had three different funders. The current donor (Bread for the World, Germany) will discontinue at the end of 1993. Due to uncertain funding staff salary packages are not competitive. Not easy to attract and keep good personnel

PROJECT PUBLICATIONS: Periodic reports only. Publications are restricted due to lack of funds

0039

PROJECT TITLE: **Peer Approach Counselling by Teens (PACT)**

COUNTRY: Botswana

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Health services; access to education; life skills; self-instruction; peer teaching; community participation

TARGET GROUPS: In-school teenagers in Gaborone

OBJECTIVES:
To train teenagers to become peer educators in, family education and aids education

INFORMATION ON LEARNERS: In-school youth aged 12-19 (boys and girls)

RESPONSIBLE BODY: YWCA (Botswana Young Women's Christian Association)

ADDRESS: P.O. Box 359, Boipelego Close African Mall, Gaborone. Tel.: 312092, Fax: 357783

CONTACT PERSONS: Mabuse, Magdaline

WORKING LANGUAGES: English; Setswana

DATE OF CREATION: 90/6

DURATION: On-going

FUNDING SOURCES:
Swedish SIDA; WHO/GPA has funded part of the project during 1992 and will continue to do so

COST DATA: P 145.319 annually

PROJECT DESCRIPTION:
PACT is school based. It is an extra curricular project involving all the schools in Gaborone. Ten peer educators are trained per school. The trained peer educators receive instruction in human sexuality, family life education, STD/HIV/AIDS education. the Peer Educators are trained in communication skills, counselling skills etc. They are intended to reach out to other youths in their schools in the community. This is in recognition of the fact that teenagers rely on other teenagers or other older young people in matters affecting human sexuality. PACT seeks to counteract myths about human sexuality and to provide positive peer pressure.

BACKGROUND:
Unwanted teen-age pregnancies are an increasingly important problem in Botswana

STAFFING:
A Coordinator (Basic Education Nursing Education). Two Counsellors (Bachelor of Arts Education). Social work: 3 staff members

PLANS FOR GOING TO SCALE:
There are plans to have the project replicated nation-wide

EVALUATIONS:
The PACT project has not yet been evaluated

WEAKNESS/RISK FACTORS:
The project has grown quickly. The school population too. The YWCA does not have the financial capacity to expand the PACT staff. PACT is an innovative pioneering project that needs dedicated professionals of a very high calibre. the YWCA does not offer a salary package that is competitive. PACT staff needs on-going training, so do teacher counsellors in the schools

PROJECT PUBLICATIONS:
Periodic reports. Other publications not possible due to lack of funds

0056

PROJECT TITLE: **Foyers de l'Esperance (Centres of Hope)**

COUNTRY: Cameroon

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Street children; vocational training; income-generating activities

TARGET GROUPS:
Street children, 14 to 18

OBJECTIVES:
Protection and social rehabilitation of children and young people in moral danger

INFORMATION ON LEARNERS:
Mainly delinquents. Arche de Noe Centre: Youngsters from Kondengui jail (about 50); Centre of Mfou (20 children); Centre of Mvolvye (245 children in 1992); Nkoa-Mbang Village, focal point for children under 10; Centre Elig Essono: recreational activities for about 10,000 children since 1977.

RESPONSIBLE BODY: Diaconat de l'Archidiocese de Yaounde

ADDRESS: B.P. 185, Yaounde, Cameroon

DATE OF CREATION: February 1977

DURATION: On-going

FUNDING SOURCES:
Conference Episcopale (BASC); Donations; Grants; Income-generating activities

PROJECT DESCRIPTION:
The "Foyers de l'esperance" programme (Centres of Hope) offers a personalized approach to young people in need. Accommodation is offered in small, flexible, decentralized structures. The rehabilitation process starts with production of handicrafts, which aims at strengthening the children's self-confidence. The next step is planning for a new life in collaboration with the child. Alternative and practical teaching/learning methods are used. Peering has proved to give excellent results. Emphasis is put on: (a) short stay as near as possible to the original environment to facilitate the "re-rooting"re-enracinement") of the adolescent (b) self development for a genuine maturation and autonomy process. Each child is guided by a tutor. Rehabilitation into the family remains the main aim of the project. In the future, emphasis will be put on prevention through dissemination of similar micro-centres.

BACKGROUND:
The infrastructure includes several micro-centres which have been established by the Archidiocesis of Yaounde to deal with the phenomenon of street children in collaboration with a network of associations and volunteers.

STAFFING: Permanent staff: 10 to 20 and a network of volunteers.

POLICY COMMITMENT/SUPPORT: Government

PLANS FOR GOING TO SCALE:
For preventing juvenile delinquency, dissemination of "micro-units" in the urban and rural areas.

EVALUATIONS:
Continuous assessment of the work in collaboration with the co-ordinator of the project.

WEAKNESS/RISK FACTORS:
Lack of equipment for the education, training and recreational activities.

BIBLIOGRAPHY:
Working with Street Children to be published by UNESCO in 1994.

SOURCES:
Draft of Working with Street Children to be published by UNESCO in 1994.

0028

PROJECT TITLE: **Community School Project**

COUNTRY: Egypt

PROJECT TYPE: IGO; NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Rural areas; access to education; educational quality; enrolment of girls; local schools; local teacher; learning methods; school community relationship; life skills

TARGET GROUPS: Rural children with no access to education

OBJECTIVES:
To start community-based primary schools, particularly for girls, where there are no government schools.

RESPONSIBLE BODY: UNICEF

ADDRESS:
8, Adnan Omar Sidki St., Dokki, Cairo. Tel.: (202) 10578-700815-3616346, Fax: (202) 704857

CONTACT PERSONS: Zaalouk, Malak, Education Officer

WORKING LANGUAGES: English; Arabic

DATE OF CREATION: October 1992

DURATION: On-going

FUNDING SOURCES: UNICEF; ICS; Ministry of Education

PROJECT DESCRIPTION:
4 community schools have opened in Manfalut, Assiut, to provide quality basic education to rural settlements in Upper Egypt. The project objective is to provide schooling to this area where the enrolment rate in primary school is 54 per cent for boys and 37 per cent for girls. The project intends to develop a process that incorporates the relevant findings of international research and experience to provide a high quality of learning at sustainable cost with the emphasis on effective teachers, locally situated classes, appropriate pedagogy and materials ("development of learners into teachers"). The building of schools, latrines, and special designed furniture are also a part of the project

BACKGROUND:
The Community School Project grew out of UNICEF's Community Health Education Project, so the health needs of pupils is a high priority.

STAFFING: The ngo (ICS) employs local technical and support staff

POLICY COMMITMENT/SUPPORT: Ministry of Education

PLANS FOR GOING TO SCALE:
Planned expansion of existing sites and of an additional 20 sites starting in 1993. Priority is on providing additional classroom-space to the 4 sites in function. More active enrolment of MOE personnel at the local level in the training programme. ICS will provide a library to each school.

EVALUATIONS:
See review Jan. 1993 which is based on review of project documents, discussions with funding sources and visits on location. There has been an academic progress, noticeably in skills, knowledge and competence. In addition, the children have been educated in personal hygiene.

WEAKNESS/RISK FACTORS:
The four schools in the initial phase cannot provide full participation. One of the reasons for this the lack of classroom space.

IMPACT:
In dealing with the limited classroom space, communities have opted to take in older children first, with priority for girls.

PROJECT PUBLICATIONS: Educational material is being produced by ICS

0044

PROJECT TITLE: **Investing the Efforts of Youth in the Programmes Concerned with Eradication of Illiteracy and Adult Education.**

COUNTRY: Egypt

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Adult Literacy; Access to education; disadvantaged groups; life skills; peer teaching; teacher education

TARGET GROUPS: The illiterate population in disadvantaged areas

OBJECTIVES: The project aims at reducing illiteracy in seven governorates

INFORMATION ON LEARNERS:
300,00 males and females in seven governorates along with graduating 10,000 students. There are hopes of increasing these numbers gradually.

ADDRESS: Permanent Delegation of Egypt to UNESCO, Paris

CONTACT PERSONS: Mohamed Sami Abdel Hamid, Ambassador, Permanent Delegate

WORKING LANGUAGES: Arabic; English

DURATION: On-going

FUNDING SOURCES: General Agency for the Adult Education and Eradication of illiteracy

COST DATA: 44.950000 pounds (Allocated budget)

PROJECT DESCRIPTION:
The aim of the project is to train graduates to help participate in the programmes of eradicating illiteracy. The efforts of these graduates (males and females, juniors and adults) will help the national campaign of eradication of illiteracy's implementation. The project will also help the youth to acquire practical skills which will enable them to find job opportunities while promoting their careers.

STAFFING: 10 employees from the executive authority of the general agency for the Adult Education and Eradication of illiteracy

POLICY COMMITMENT/SUPPORT:
No information given in reference to the supporters. In general youth and teachers are enthusiastic to work with illiterates which all contribute to the achievement of positive results

PLANS FOR GOING TO SCALE: No plans given for going to scale

EVALUATIONS:
No information given for exact dates of evaluation; however, the graduates and the programme are evaluated by leaders, sponsors, and educators through visits and meetings.

WEAKNESS/RISK FACTORS:
The project has met difficulties in providing specialists, along with maintaining the continuity of a youth staff working in the field of eradicating illiteracy. Projected problems concern financial resources; although, no difficulties have been met here thus far

PROJECT PUBLICATIONS:
No information has been given as to exact titles of publications. However, efforts made by the press, broadcasting (mass media), local agencies and governorate in the public awareness of the project.

0054

PROJECT TITLE: **Action socio-éducative en milieu ouvert, ASEMO (Street Boys' Training Centre)**

COUNTRY: Ivory Coast

PROJECT TYPE: Government; NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Street children; Out-of-school; Vocational training; underprivileged groups; urban areas; access to education

TARGET GROUPS: Street boys (8 to 14 old)

OBJECTIVES:
To meet the street children's basic needs and to rehabilitate them through basic education and vocational training programmes.

INFORMATION ON LEARNERS: 1984-1992: 224 street children participated in activities
Currently 157 street boys are enrolled

RESPONSIBLE BODY: Departement regional des Affaires sociales du Ministere de la Sante et de la Protection sociale

MANAGER: Mr Kalo Bi Zah (ASEMO - Centre social de Bouake en milieu ouvert) B.P. 557 Centre Nord Bouake 01 Tel: 63.33.25

DATE OF CREATION: 1984

DURATION: On-going

FUNDING SOURCES: Terre des Hommes (Suisse); Government; Animators

PROJECT DESCRIPTION:
First the team helps the children in defining and meeting basic needs and propose Recreational or cultural activities. Then each defines and implements a "Life Project" through basic education and including vocational training. Practical and non-formal teaching/learning methods are used to develop interest in manual work (handicraft) and agriculture. Peering is often used for the orientation and training activities. Awareness and understanding of the population with regard to street children are developed through information activities. The team works in co-operation with governmental bodies and a network of volunteer associations.

BACKGROUND:
In Bouake, 45 per cent of children are under 25 years of age. Rural exodus is increasing the city of Bouake, focal point for trade with Burkina Faso. The illiteracy rate is about 40 per cent. 50 per cent of children leave school before completion of primary school. These are factors of the increasing number of street children. The project was launched by a member of a NGO (Les Volontaires du Progres) in collaboration with a social worker of the "Childhood Centre" ("La Maison de l'Enfance) and is sponsored by the Ministry of Social Affairs.

STAFFING: Staff (3) includes the assistance of the former trainees.

POLICY COMMITMENT/SUPPORT:
Governmental project. Some of the trainers are paid by the Government.

EVALUATIONS: Continuous and global assessment

WEAKNESS/RISK FACTORS:
Lack of training for the animators, and exchange of experience with other teams. Lack of equipment.

BIBLIOGRAPHY: "Working with street children" to be published by UNESCO in 1994.

SOURCES: Draft of "Working with Street Children"

0046

PROJECT TITLE: **School Improvement Programme**

COUNTRY: Kenya

PROJECT TYPE: NGO; Government

MAIN EDUCATIONAL PROBLEM TACKLED:
educational quality; teacher training; school-community relationship; educational management

TARGET GROUPS: Primary school children

OBJECTIVES: Improve the quality of education in standards 1-4 in primary schools

INFORMATION ON LEARNERS: 50 primary schools administered by the Municipality as well as the AKES primary school

RESPONSIBLE BODY: Aga Khan Foundation

ADDRESS:
P.O. Box 435, 1211 Geneva 6, Switzerland. Tel:41-22-736 03 44, Fax:41-22-736 09 48

CONTACT PERSONS: Mr Jeremy Greenland, AKF, Geneva

WORKING LANGUAGES: Kiswahili; English

DATE OF CREATION: 1990

DURATION: On-going

FUNDING SOURCES:
Aga Khan Foundation; Canadian International Development Agency CIDA; ODA, AKF (UK)

COST DATA: 1990: Pounds 297,764 (three years) Approximate cost 10 pounds/pupil

PROJECT DESCRIPTION:
School Improvement in Kisumu is aiming at developing child-centred methods in primary schools, through "change agents" working alongside teachers within their own classrooms. The AKES, who runs a nursery and a primary school in town wanted to bridge the gap between the child-centred methods in the nursery school and the traditional formal teaching methods in primary school. The project is classroom-based and holistic, in the sense that teachers are expected to see to the whole range of children's emotional, physical and cognitive needs. In phase I, a Project Committee was established, including prominent members of the educational and business community. Phase II was launched in three model schools, where "master teachers" were formed (during a 12-month period) who would later work with the project assistants to disseminate good practice in other schools in the Municipality. Phase III, the dissemination phase, addressed training of head teachers and school inspectors, and started to involve the parents.

BACKGROUND:
Kisumu, Kenya's third largest town, situated on the shore of lake Victoria, was once a flourishing port. The political changes of the 1970's brought most of this trade to an end and created economical problems. In addition to an Aga Khan Education Service school, the Municipality has some 50 primary schools. These vary in character because of differences in resources. Under the Kenyan "cost sharing" system, local communities are required to supply buildings, furniture and equipment. As elsewhere in the country, the education system is under pressure because of high birth rates. According to a survey by the Municipal Education Office,the main problems leading to low scores on Kenya Certificate of Primary Education are: lack of physical facilities; over-enrolment; lack of effective school management; inadequate fundraising by Parents' Asociations; poverty; frequent changes in curriculum and implementation of new programmes resulting in teachers' inefficiency.

STAFFING: One project Director and six project assistants

POLICY COMMITMENT/SUPPORT: Municipality Government

PLANS FOR GOING TO SCALE:
The project aims at reaching all primary schools in Kisumu

EVALUATIONS: 1992: The Scottish Council for Research in Education

WEAKNESS/RISK FACTORS:
Initially the classroom teachers felt threatened by the "intrusion" of the project team. Teacher movement between classes and schools sometimes left classes unattended. There was some resentment from trained teachers who did not receive small fee that master teachers were paid. There was no opportunity to compete for the status of master teacher (only being in the right school at the right time).

IMPACT:
According the evaluation, teachers were generally positive towards the project. Parents felt that children were more motivated and eager not to miss school, more responsible and more curious.

0070

PROJECT TITLE: **UNDUGU Society**

COUNTRY: Kenya

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; community participation; vocational training; income-generating activities

TARGET GROUPS: Adolescents (12 - 18 years of age)

OBJECTIVES: To stem the increasing numbers of street and out-of-school children

INFORMATION ON LEARNERS:
581 learners (primary education drop-outs) are currently enrolled in the Undugu Basic Education programme (292 boys and 289 girls from the slums).

RESPONSIBLE BODY: UNDUGU Society Of Kenya

ADDRESS: Landhies/Jogoo Road, P.O. Box 40417, Nairobi, Fax: (256-41) 245580

MANAGER: Mr Ezra T.L. Mbogori

WORKING LANGUAGES: kiswahili

DATE OF CREATION: 1975

DURATION: On-going

FUNDING SOURCES: Wide variety of donors covering 70 per cent of operating funds; Income-generating activities

COST DATA: For 1991 and 1992, annual cost was about US$1.4 million

PROJECT DESCRIPTION:
UNDUGU is a community development project that co-operates with local administration, churches, schools and associations. The two main programmes are: (1) The Undugu Basic

Education Programme (UBEP), that operates in four centres. It provides basic skills for self-reliance. Much attention and recognition are given to the learners, so as to motivate them to attend and prevent drop-out. The teaching/learning methods are practical and participatory. Peer-counselling is also used. For further motivation and training, learners participate in the operation of a kiosk. (2) Vocational training programmes: workshops, established in order to generate employment for the community, are used as skill-upgrading for the learners in handicrafts production, metal work, carpentry, motor vehicle maintenance services, etc, and are also generating income for the project. Theory classes (Saturdays) prepare the trainees for the governmental grade tests. The trainers are local artisans (or former trainees) who often secure jobs for their trainees after completion of the course. A financial contribution is requested from the parents in order to stimulate the child's motivation. The training programme is linked to the other community development activities, such as the sponsorship programme, youth groups, business development actions, and production activities.

BACKGROUND:
Rural migration to Nairobi causes slums and shanty towns to grow rapidly. The first Undugu Youth Centres were established to provide "reception-cum-drop in" and recreational activities to the growing number of out-of-school children and street boys (the"parking boys"). As most of these boys are not accepted by the formal school system, a flexible non-formal educational system has been created in collaboration with university students and volunteers who provided a rudimentary learning to these children: "school for life". In exchange for regular attendance, the learners received some food. Undugu began to interact more and more with communities to get to the roots of the street child phenomenon and the informal educational system became part of a community development programme, following the model of the Kenyan "Village Polytechnics" (today "Youth Polytechnics").

STAFFING: Regular staff: 148 plus 2 volunteers from international partner agencies.

POLICY COMMITMENT/SUPPORT: Approved by the Kenyan Government.

BIBLIOGRAPHY: "Working with Street Children" to be published by UNESCO in 1994.

SOURCES: Draft of "Working with Street Children" .

0031

PROJECT TITLE: **Ecoles de base (basic schools)**

COUNTRY: Mali

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Access to education; rural areas; teaching aids; educational systems; educational quality; learning methods; school community relationship

TARGET GROUPS: Primary school children and unemployed teachers

OBJECTIVES: To offer quality education to children in underserved areas

INFORMATION ON LEARNERS: In 1991-92 9718 pupils attended 233 classes in 105 schools

RESPONSIBLE BODY: Commission nationale du Mali pour l'UNESCO

ADDRESS: Ministere de l'Education, B.P. 1 A, Bamako. Tel.: (223) 22.25.15

CONTACT PERSONS: Sall, A. Kire, Secretary General

WORKING LANGUAGES: French; Bambara

DATE OF CREATION: 85

DURATION: On-going

FUNDING SOURCES: Fonds d'appui a l'enseignement fondamental (FAEF) 50 per cent; parent contributions.

PROJECT DESCRIPTION:
The ecole de base (basic school) is a school created at the initiative of a group of parents, a neighbourhood or a teacher. Thus the "basic school" is a private school. The curriculum is the same as in public primary schools and the implementation is controlled by a school inspector. The teachers who are paid by the parents are graduates from the teacher training colleges IPEG or ENSEC. Since unemployment is high among these graduates, (in 1990 2,000 found no jobs) the teachers who are hired to work in the "basic school" are often highly motivated. School equipment is ordered through the parents' association and paid for by the parents. The "basic schools" are highly competitive and are recruiting an increasing number of children. Since the parents are the principal funders of the school, they monitor children's and teachers performance closely. Therefore the quality of the "basic school" is probably higher than in many public schools.

BACKGROUND:
The "basic schools'" experience started in 1985 in order to deliver primary education to underserved areas and also to hire unemployed young graduates from teacher training colleges. The first "basic school" was launched in San. Some young graduates from the Instituts pedagogiques d'enseignement general (IPEG) taught children and received support in kind (clothes, grain, lodging) from the parents' associations. In Bamako, the experience started in the "quartier Mali" , where the young promoters were paid.

STAFFING: 239 teachers -mostly graduated from IPEG or ENSEC

POLICY COMMITMENT/SUPPORT: Government

PLANS FOR GOING TO SCALE:
See paper titled "Effet du type d'Ecole Primaire sur la Performance des Eleves" by Cheick Oumar Fomba, 1992/11 -it is too early to see a real tendency, but there has been an extreme development from 2 schools in 1985 to 105 in 1991

EVALUATIONS:
Fomba, Cheick Oumar (1992) Effet du Type D'Ecole Primaire sur la Performance des Eleves, Etude comparative des "Ecoles de Base" et des Ecoles Publiques du District de Bamako

SOURCES:
Fomba, Cheick Oumar (1992), Effet du Type d'Ecole Primaire sur la Performance des Eleves

0073

PROJECT TITLE: **L'Ecole du Village**

COUNTRY: Mali

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
access to education; girls enrolment; community participation; rural areas

TARGET GROUPS: children (8 to 15 years of age)

OBJECTIVES:
To provide quality education for a maximum of children and adolescents in the framework of a community development programme.

INFORMATION ON LEARNERS:
One Village School (Ecole du Village) was established in 4 villages of the KOLONDIEBA Circle (Sikasso Region). There are 30 children in each of the 2 classes with parity between girls and boys.

RESPONSIBLE BODY: Save the Children/USA

ADDRESS:
B.P. 3105, Quinzambougou, Bamako, Mali. Tel: 223-21.61.34, Fax: 223-22.08.

MANAGER: Dr. Michelle Poulton, Subregional Director West Africa, Director Mali Field Office

CONTACT PERSONS: Mr A. Wood, Director of Education, Save the Children

WORKING LANGUAGES: Bambara

DATE OF CREATION:November 1992 beginning of the experimental classes

DURATION: October 1995 end of experimental phase

FUNDING SOURCES: Save the Children/USA; tuition fees

COST DATA:
A Village School comes to 1,000 US$ $ (i.e. 30 times less than an official primary school). The teachers receive only a lump sum covered by a small financial contribution on the part of those parents who have the means to do so.

PROJECT DESCRIPTION:
The BRAC (Bangladesh Rural Advancement Committee) was the model project for the Ecole de village (village schools) in Mali. The schools are built and managed by the villagers, who define the objectives, the contents, and the calendar of the teaching programme, that lasts for 3 years. The curriculum includes writing, reading and arithmetic skills in Bambara and agricultural and commercial bookkeeping. The school has 2 classes (one for the 8-10 age group and another for 11-15 year olds). The teachers are selected among the best educated villagers and are trained by Save the Children/USA in collaboration with the "Institut Pedagogique National". Teachers receive only an allowance paid by the parents. There are 2-hour classes/day. The educational material is produced in Bambara by the National Pedagogical Institute. Three school inspectors are monitoring the schools, together with the Project Coordinator, who visits the villages weekly and organizes monthly meetings with the Village Management Committee to discuss the implementation problems. The school building is also used as a centre for social and cultural activities in the Village.

BACKGROUND:
The Village School is the educational component of an integrated development programme launched in 1988 to facilitate the re-settlement of Peulhs in the Sikasso region (Kolondieba Circle). In 1991, the experimental phase started with 4 Village Schools established in this region.

STAFFING:
In the educational component of the project: for each class: 1 titulaire et 1 suppleant (one man and one woman). 3 inspectors. 100 social development workers participate in the overall programme.

POLICY COMMITMENT/SUPPORT: Ministry of Education

PLANS FOR GOING TO SCALE:

The project has received funding from USAID to take the programme from four to fifty schools. The Ministry of Education is interested in applying the model.

EVALUATIONS:
A "supervision operation", in participation with Headmasters, teachers and Inspectors from the formal school system, acknowledged the teachers' efficiency. First evaluation in March 1993.

WEAKNESS/RISK FACTORS:
For the moment, there is no link between formal school system and Village Schools.

SOURCES: Meeting with the Project Coordinator of the SC-USA School Village Project.

0053

PROJECT TITLE: **Les jeunes employees domestiques de HLM Montagne (Young maids project)**

COUNTRY: Senegal

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; working children; literacy programme; vocational training; income-generating activities

TARGET GROUPS: Maids and out-of-school girls, 10 to 21 years.

OBJECTIVES:
To provide young women with basic education, including child care, thereby offering them the possibility to find a job or to start their own income-generating activities.

INFORMATION ON LEARNERS:
Currently: 69 illiterate maids (mainly from the Serere ethnics) from rural areas and 22 out-of-school girls (14 to 18 years of age) living in the suburbs of Dakar (HLM Montagne)

RESPONSIBLE BODY: ENDA Tiers Monde, equipe jeunesse action

ADDRESS:
Rue Carnot, B.P. 3370 Dakar, Senegal, Fax:221-222.695

MANAGER: Mr Fabrizio Terenzio

WORKING LANGUAGES: French/Wolof

DATE OF CREATION: 1985

DURATION: On-going

FUNDING SOURCES: Donations; small financial contributions of participants

PROJECT DESCRIPTION:
The project is run in a centre requested by girls and women in the area and who wanted the following classes: 1) French literacy, so as to be able to work in a French-speaking family; 2) a three-year basic programme (primary education degree); 3) vocational training: sewing and knitting, child care, health, nutrition and family life. 5) recreational activities. About 80 per cent of local women participate in the last two activities. (6) In 1988, a restaurant was opened in the centre in order (a) to improve the nutritional status of the young women; (b) to finance the educational programme; (c) to develop opportunities for practical training in health, hygiene and nutrition as well as cooking. The curricula of the literacy and basic education programmes are designed by the young women. Participatory and active teaching/learning methods are used. No diploma is foreseen. The literacy material is provided through the UNESCO literacy network. Continuous self in-service-training for the animators in ENDA Jeunes Action (Youth Action) projects is provided through their "Reflection Committee".

BACKGROUND:
The socio-economic crisis (fall of the price of groundnut and long periods of drought) causes an important rural exodus. Only 10 per cent of Senegalese children have access to secondary education. Enda Tiers Monde has other projects in Mali and Benin.

STAFFING: Staff (9) includes volunteers.

POLICY COMMITMENT/SUPPORT: The Government supports the project by providing 1 teacher from the formal school system.

PLANS FOR GOING TO SCALE:
Extension of the programme to French- and Portuguese-speaking African countries by the training of urban animators.

EVALUATIONS:
The assessment of the literacy programme takes place monthly. For the 3-year basic education programme, annual evaluation.

WEAKNESS/RISK FACTORS:
The difficulties reported are related to the instability of the girls, causing interruption or discontinuities in their attendance.

IMPACT:
The project has first a direct impact on the women who live in the neighbourhood as 80 per

cent of them participate in the conferences or recreational activities; secondly on the women who stayed in the villages where the young women return regularly and transmit the skills and experience concerning health, hygiene and nutrition they acquired in the project.

BIBLIOGRAPHY: Working with Street Children to be published by UNESCO in 1994.

SOURCES: Draft of Working with street children to be published by UNESCO in 1994.

0057

PROJECT TITLE: **Daara de Malika**

COUNTRY: Senegal

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; working children; access to education; vocational training; income-generating activities

TARGET GROUPS:
Street and working children, former talibes (koranic school) students (5 to 14 years old)

OBJECTIVES:
Daara de Malika aims at abolishing child begging through the establishment of a centre for young talibes (koranic school children) who were forced to beg in order to survive

INFORMATION ON LEARNERS:
Currently: 106 children (mainly talibes: i.e. children from the koranic schools) mainly from rural areas or suburbs (including 66 boarders)

RESPONSIBLE BODY: Association Daara

ADDRESS:
Region Nord-Est, Route des Niayes, B.P. 6282 Dakar, Senegal. Tel: 221-22 12 19/21 74 70

MANAGER: Mme Cathy Koate/M. Mamadou Wane

CONTACT PERSONS:
Mme Martine Yahiel, 20 rue de Saint Prix, 95600 Eaubonne, France. Tel: 33-16-1-34 16 69 85

WORKING LANGUAGES: Arabic; Wolof; French

DATE OF CREATION: April 1980

DURATION: On-going

FUNDING SOURCES: Government; Donations; income-generating activities

PROJECT DESCRIPTION:
Daara de Malika is a centre located north of Dakar that provides basic education and vocational training to former talibes (koranic school students), who otherwise would be begging in the streets. Emphasis is put on language teaching to reinforce children's cultural identity and background. Active, evolving and open teaching/learning methods are used. The objective is to offer a solid primary and secondary school education, that will enable students to enter the government schools. Daara de Malika, as the first school in the region, has introduced productive work (horticulture and cattle and poultry rearing) into the curriculum. These activities are remunerated. The assessment of achievement is the same as in the formal schools. The community is mobilized through the media. For the reintegration of the children into their families, assistance of government bodes is mobilized to improve their living conditions.

BACKGROUND:
Talibes are small boys, often from rural areas, who were handed over by their parents to a marabout -koranic school teacher- for a religious education that may last for years. But in anonymous big cities, far from the village community, some unscrupulous marabouts have turned the talibes into professional beggars. According to a recent report by the local UNICEF office "these ragged children roaming the streets with begging bowls in search of a bit of food or money for themselves and for their marabout illustrates a serious social problem". This group of between 50,000 and 100,000 boys is recruited among the 42 per cent of out-of-school children aged between 7-12 in the country.

STAFFING: About 10 persons.

POLICY COMMITMENT/SUPPORT: Financial support from Government.

BIBLIOGRAPHY: Working with Street Children to be published by UNESCO in 1994

SOURCES: Draft of Working with Street Children to be published by UNESCO in 1994.

0075

PROJECT TITLE: **Projet d'Alphabetisation du Fleuve**

COUNTRY: Senegal

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
access to education; rural areas; girls enrolment; vocational training; income generating

TARGET GROUPS: Mainly young people and women (12 to 45 years of age)

OBJECTIVES: To provide literacy and vocational training in the framework of a community development programme.

INFORMATION ON LEARNERS: 33 villages of the Department of Matam (District of Thilogne) take part.

RESPONSIBLE BODY: Coordination nationale de la Federation des Associations Villageoises de FOUTA

ADDRESS: Hore Founde

WORKING LANGUAGES: Pulaar

DATE OF CREATION: 1985

DURATION: On-going

FUNDING SOURCES: UGTS/FA FOUTA (France); income-generating activities

PROJECT DESCRIPTION:
The villages which take part in the development programme are grouped in the Federation FA-FOUTA (Federation des Associations villageoises de Fouta), each village nominating two delegates. The project is conceived and co-ordinated by the National Co-ordination of the FA-FOUTA (Dakar). (1) Literacy programme: The facilitators are volunteers selected among former drop-outs or neo-literates. The curricula refers to the population daily needs and activities. Non-formal (theatre, songs) and participatory teaching/learning methods, centred on the learners, are used. The initial literacy programme lasts one year. (2) Vocational training is provided in many areas (dyeing, sewing, health...) by rural animators or employees of the CER (Centres d'expansion rurale); (3) The third training programme includes income-generating activities. There is no strategy of linking between non-formal and formal education. The villagers participate in the financing of the project activities.

BACKGROUND:
The draught that has struck the north of Senegal has caused a strong migration to large cites and out of the country. This community development project was launched by the villagers in the Federation of the different Village Associations, with the support of the UGTSF (Union generale des travailleurs sénégalais en France), so as to solve the practical problems of everyday's life and to prevent young people from leaving the region.

STAFFING: Administrative staff of the Federation: 10. Field staff: 70 volunteers for the literacy programme.

PLANS FOR GOING TO SCALE:
There is a growing number of villages admitted in the FA-FOUTA programme.

EVALUATIONS:
No formal evaluation was implemented, but new attitudes concerning the education of women and the relationships between the ethnics are reported, as well as success in stemming rural migration.

WEAKNESS/RISK FACTORS:
Strong migration movement amongst the facilitators, and no post-literacy programmes to replace them. Lack of appropriate teaching material. Lack of planning and coordination for the literacy activities. Overloaded classes.

SOURCES: Mission report by M. L. Kane (Consultant, UNESCO/BREDA)

0076

PROJECT TITLE: **The Tostan Basic Education Programme**

COUNTRY: Senegal

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
adult literacy; rural areas; teacher education; learning methods; non-formal education; community development; educational quality; access to education; local language

TARGET GROUPS: Adults, mainly women, living in rural areas

OBJECTIVES:
To improve the educational situation of villagers, particularly women by helping them to achieve self-development through the use of adapted educational materials; and offering a sustainable basic education programme which could be used as a model by other organizations and countries.

INFORMATION ON LEARNERS:
5,000 participants (75 per cent women) from rural areas of Kolda, Thies, Djourbel, Linguere and St Louis. Training of 35 trainers of trainers who trained more than 200 facilitators to the use of the Tostan programme.

RESPONSIBLE BODY: Tostan

ADDRESS: P.B. 326 Thies, Senegal, Tel: 221-51.01.51

MANAGER: Molly Melching, Director

CONTACT PERSONS: UNICEF Dakar Tel: 221-23.50.80 Fax: 221-23.46.15

WORKING LANGUAGES: Wolof; Fulaani

DATE OF CREATION:1989

DURATION: Ongoing

FUNDING SOURCES: UNICEF (for 1989-90); Canadian International Development Agency, CIDA (for 1991-92)

COST DATA:
Total cost per participant US$30 (520 participants in 13 villages for 18-24 months), including equipment and supplies. This is significantly less than the cost for educating a child during one year in the formal school system in Senegal.

PROJECT DESCRIPTION:
Tostan ("Breakthrough" in Wolof) is a comprehensive programme that teaches literacy and numeracy together with life skills such as problem solving, health care, hygiene, management skills and leadership. The programme has been designed with particular aim at needs of rural women and a has a flexible time schedule to make it possible for them to attend and assure sustained learning. The content of the six modules of the programme was defined in collaboration with former learners, particularly women. Literacy materials are dynamic and interactive and based on cultural traditions. The pedagogical approach is that the villagers first need to look at and analyze what they are doing and understand why they are doing it, so as to receive the relevant and often technical information in a way they can understand; to work as a group to process the information and decide it can improve their situation. Emphasis is also put on social mobilization activities for reinforcing the education classes.

BACKGROUND:
In 1988 the literacy rate of women of 15 years old was 18 and that of men 38. Only half of all children (less than one third of girls) at school age complete the primary education cycle. For villagers (61 of the Senegalese population) the rates are even lower. The Tostan Basic Education Programme focuses on participation, convinced that the hundreds of broken down millet machines, pumps and windmills littering the landscape would have been functional if the villagers had been more involved and educated before project implementation. In 1989 the project obtained support from UNICEF and the Ministry of Social Development, and the original team expanded to include other education specialists. In 1990 Tostan was created. Based on previous experiences, teaching modules were written and tested to the particular needs of rural women.

POLICY COMMITMENT/SUPPORT: Government;UNICEF

PLANS FOR GOING TO SCALE:
72 villages have officially requested the programme and in 13 surrounding villages of Kolda, villagers have collected funds to start a Tostan Programme in their community. To extend the programme, the following strategies have been defined: training of trainers and facilitators; training of government educators and field agents; adaptation of the programme to adolescents; reduction of the programme costs; adaptation of the programme in other national languages; establishment of a training centre for the West Africa sub-region to meet requests from Mali, Guinea, Niger, Mauritania and Gambia.

EVALUATIONS:
A "naturalistic" approach has been defined for the internal and integrated evaluation process of the Tostan Programme. External Evaluations: (a) February 1991: ANAPA; November 1992: CIDA. Final evaluation in December 1992 by the TOSTAN CECI evaluator.

IMPACT:
Many NGOS integrated part of the Tostan programme in their projects and either adapted or used the educational material produced by Tostan.

PUBLICIZING:
Through (1) the educational material produced by the Tostan Programme; (2) the training of trainers and facilitators (3) the establishment of a training centre for the West Africa Subregion.

PROJECT PUBLICATIONS: Session guides of the Tostan Basic Education Programme.

BIBLIOGRAPHY:
An introduction to the Tostan Numeracy Methodology by Amadou Bah (1993). Reports submitted to UNICEF."Projet Tostan: Education non-formelle pour le developpement. Evaluation en cours d'execution" by the CIDA (Canadian Agency for International Development) (1993).

SOURCES: "Beyond Literacy: The Tostan Basic Education Program" (Document)

0072

PROJECT TITLE: **The Boys' Society of Sierra Leone**

COUNTRY: Sierra Leone

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; vocational training; income-generating activities

TARGET GROUPS: Boys in the 14-22 age-group

OBJECTIVES: To support, guide, train, educate and rehabilitate under- privileged boys

INFORMATION ON LEARNERS:
648 severely disadvantaged boys are registered. The Society currently supports 530 boys enrolled in primary or secondary schools.

RESPONSIBLE BODY: Boys' Society of Sierra Leone

ADDRESS:
37 John Street, Private Mail Bag 670 Freetown, Sierra Leone

MANAGER: Rev. Michael Samura

DATE OF CREATION: 1966

DURATION: On-going

FUNDING SOURCES:
Caritas; Terre des Hommes (Netherlands); The Catholic Relief Services; The United Christian Council; The Canadian Universities Services Overseas; The British High Commission; Private local individuals

COST DATA:
Since 1984, Caritas has been the major funding agency, through three-year programme phases. The third of these phases will be completed in 1993. The Boys' Society of Sierra Leone aims at becoming entirely self-supporting through income-generating training activities.

PROJECT DESCRIPTION:
The project has three parts: (1) The "Welfare and Publicity" programme recruits boys through outreach activities. The boys are divided in three categories: those who attend school, those who get vocational training and those who wait for this training. Parents Action Committees are set up for counselling, identifying training areas and planning community projects. (2) In the Education and Training programme talented children are encouraged to enter the formal school system. Remedial education is offered to some boys in vocational training schemes. (b) Vocational training (2-4 years) offers (a) agriculture in the Regent Agricultural Centre, where children under 14 get food, shelter and basic health care; (b) skills such as car mechanics, metal-work, motor-rewinding, and carpentry in the Society's Skill Training Centre which has 45 trainees. Outside supervised vocational training is available. A relationship set up between the family, the boy and the programme. After successful completion of the 3-year training programme, the boys are awarded the Society's Test Certificate. The Workshop is the Society's principal income-generating component and it is expanding its activities. In-service training is offered to the staff. All the trainees receive a small monthly allowance from the Society for the purchase of job-related tools after

completion of the training assignment, the Society having as yet no job-placement activities. Only small grants are available for some of the boys who want to become self-employed.

BACKGROUND:
According to recent estimations, there are tens of thousands of homeless young people in Freetown, where more than 40 per cent of the population is under the age of 15. The Boys' Society of Sierra Leone was founded and is run by local people to assist in the rehabilitation of these children. For several years, the Society focused on community-service activities (for example, maintenance of the grounds of historic sites) and sports carried out in the several "zones". These activities are always implemented in the framework of the Welfare and Publicity programme sector. The keystone of the its overall programme is today the vocational training.

STAFFING:
For the Training Skills Workshop: 28 persons (1 workshop manager; 1 Chief-instructor ; 26 technicians)

EVALUATIONS:
No information on the total number of trainees since the vocational training project started in 1986. Drop-out rate in the vocational sector: 20 per cent, mainly due to the fact that expectations of quick money are not fulfilled. In addition, trainees change their minds as to what they want to do.

WEAKNESS/RISK FACTORS:
The regularity of attendance is difficult to achieve due to lack of motivation of the learners and/or support from the family. Insufficient infrastructure. Inadequate teaching material. Poor pay for the teachers.

BIBLIOGRAPHY: "Working with street children" to be published by UNESCO in 1994.

SOURCES: Draft of the publication "Working with street children"

0055

PROJECT TITLE: **Atelier Bon Conseil - ABC (Good Advice Wor[illegible]hop)**

COUNTRY: Togo

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Street children; vocational training; income-generating activities

TARGET GROUPS: Street children, up to 20

OBJECTIVES: To train street children and young people in production workshops

INFORMATION ON LEARNERS: Street and out-of-school children from the Kpalime region.

RESPONSIBLE BODY: Atelier Bon Conseil (ABC)

ADDRESS: B.P. 177, Kpegolnou Kpalime-Kloto, Togo, Fax:228-410159

MANAGER: Mr Urs L. Bischofberger

DATE OF CREATION: 1980

DURATION: On-going

FUNDING SOURCES: Private donations (Switzerland and Germany); income-generating activities

COST DATA:
Per year: US$40,000. A financial contribution from the World Bank is expected for 1994 (about 20,000 US$)

PROJECT DESCRIPTION:
The programme provides training for street youngsters so they can earn a living by being useful to the community. Selection criteria for trainees emphasise creativity. The Training Centre repairs, invents or improves engines or apparatus of general utility such as: corn mills, crackers of palm nuts, aeolian water pumps, small tractors, small diesel generators of electricity. The 4-year training includes theoretical classes linked to the productive work and offers 32 weekly hours of practice in the production sections. A monthly award is provided to those apprentices who show creativity and productivity. Employment opportunities remain insufficient. Experience shows that these young peoples are difficult to integrate in normal jobs, so the Centre, as far as possible, provides with a technical or financial support a limited number of trainees for setting up on their own business.

BACKGROUND:
The lack of skilled technical workers in Togo is a serious problem, causing waste of expensive equipment. 75 per cent of the population live in rural areas, but the rural exodus brings young people to the cities, where no appropriate vocational training is available. Urs Bischofberger, a former Swiss volunteer, launched the project in 1980, in collaboration with Leon Djimeto Djossou (a Togolese) and with assistance of European industrials.

STAFFING: 25 persons (including 2 volunteers) for about 120 trainees.

POLICY COMMITMENT/SUPPORT: ABC-delivered certificate is recognized by the State.

PLANS FOR GOING TO SCALE:
ABC launched a series of initiatives aiming at disseminating similar production/training units all over the country.

EVALUATIONS:
ABC has proved a solid capacity for management with a minimum of administration for a maximum of production. Through its strategy of quasi financial autonomy, the Centre has given itself a good chance of lasting beyond the imminent withdrawal of the founders.

WEAKNESS/RISK FACTORS:
Since the project has to provide its own funding, there is a risk that the commercial aspects will outshadow pedagogical aims. This may cause fewer youngsters to apply. Vocational training requires expensive equipment and trainers. Job opportunities corresponding to the level of qualification cannot be assured for most of the graduates.

IMPACT:
Internships from development organizations (e.g.: SWISSCONTACT) as well as from other African countries (such as Burkina Faso, Ivory Coast, Cameroon)

PUBLICIZING:
Multiplyer effects of the trainees from international development bodies and other African countries.

BIBLIOGRAPHY: "Working with street children" to be published by UNESCO in 1994.

SOURCES: Draft of "Working with street children"

0006

PROJECT TITLE: **MINDSACROSS**

COUNTRY: Uganda

MAIN EDUCATIONAL PROBLEM TACKLED:
Educational quality; curriculum development; teaching aids; financial aids

TARGET GROUPS: In-school children between 5 and 14 years of age

OBJECTIVES: To improve writing skills of children.

INFORMATION ON LEARNERS: Pupils from four primary schools, both urban and rural

RESPONSIBLE BODY: Rockefeller Foundation

ADDRESS: Box 47543, Nairobi, Kenya

MANAGER: Mrs Katherine Namuddu

WORKING LANGUAGES: English; Luganda; Swahili

FUNDING SOURCES:
IDRC, International Development Research Centre; British Council; Canadian Organization for Development through Education, CODE; Rockefeller Foundation

PROJECT DESCRIPTION:
MINDSACROSS was a project in which pupils, aged five to 14 years in four primary schools practised and consolidated their writing skills by producing published and unpublished books for children by children. The purpose of writing was for improvement and self satisfaction rather than for award of grades. The audience for the written texts was the authors themselves, their classmates, the community rather than the teacher.

STAFFING:
Teachers who volunteered to participate

PLANS FOR GOING TO SCALE:
Pupils expressed their desire to continue as agents disseminating ideas of MINDSACROSS in their schools and other schools MOE personnel considered materials produced by pupils as part of evolving curriculum MOE prepared to seek finance for enlarged project

EVALUATIONS:
Abstract by Katherine Namuddu, IIEP 1992

0071

PROJECT TITLE: **Africa Foundation**

COUNTRY: Uganda

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; out-of-school; vocational training; income-generating activities

TARGET GROUPS: Street children

OBJECTIVES: To meet children's basic needs and rehabilite them through basic education and vocational training.

INFORMATION ON LEARNERS: Currently 1,500 street children (or "bayaye", meaning thieves) have benefitted from the programme.

RESPONSIBLE BODY: Africa Foundation

ADDRESS: P.O.Box 4100, Kampala, Uganda, Fax: (256-41) 24.55.80

MANAGER: Rev. Dr. Kefa SEMPANGI

DATE OF CREATION: 1971

DURATION: On-going

FUNDING SOURCES:
Stichting Redt Een Kind (Help a child); Donations (Canada,Germany, Australia, USA); Income-generating activities

COST DATA:
Total cost: US$30,000 per month for the 1,180 children who are not sponsored (partly covered by Canadian funds: US$18,000 per month). Donations are used for the extension of income-generating activities.

PROJECT DESCRIPTION:
A personalized approach is used at all levels. The first step, in which former street children participate, is a decisive observation and orientation phase. Recreational activities and literacy classes are offered to attract children from the near suburbs. Fifty per cent of the enrolled children are illiterate. Those who have been living in the street for a long time are often satisfied with literacy classes which may help them to get a job or start their own small business. Income-generating activities (aviculture, agriculture and raising of goats and pigs) are used to develop the sense of responsibility and self-confidence. The second step begins when the children have clearly broken with their former way of life. Then they can join "Children's Village" of Mikono that has 6 homes, 2 teaching centres (from kindergarten to the end of primary education) and a centre for vocational training.

BACKGROUND:
The Africa Foundation was founded by the Rev. Dr. Kefa Sempangi in 1971, during the civil war. Activities were interrupted in 1974 during a five-year sentence of exile and started again in 1979 thanks to the support of a Dutch organization. In a the actual deteriorating socio-economic situation with rural migration steadily increasing Nairobi slums, the number of street children continues to grow. In 1980, according to the Educational Policy Review Report, 52 per cent of children under 15 years of age were illiterate. In 1990, 75 per cent of children went no further than primary education.

STAFFING: Staff for administration, animation and educational activities.

PLANS FOR GOING TO SCALE:
The Centre is developing new centres and new activities.

EVALUATIONS:
Since 1971, 4,500 children have been registered by the Foundation. Between 1979 and 1984, about 2,000 children have been provided literacy courses. Out of the 4,500 children, 2.225 (over 18 years of age) are today carrying out small trade. 5,8 per cent obtained university diploma. Vocational training has been provided to 1,775 children. 90 per cent of the 4,500 broke definitively the street life. Each child stays an average of 12 years in the Foundation.

WEAKNESS/RISK FACTORS: Lack of equipment for the vocational training.

BIBLIOGRAPHY:
"Working with Street Children" to be published by UNESCO in 1994.

SOURCES: Draft of "Working with Street Children"

0020

PROJECT TITLE: **The Self-Help Action Plan for Primary Education, SHAPE**

COUNTRY: Zambia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Educational quality; community participation; access to education; teacher effectiveness; curriculum development; educational finance

TARGET GROUPS: Teachers in rural areas

OBJECTIVES:
Strengthen the professional and material capacity of schools and colleges for self-help through school based teachers' and agricultural resource centres. To reduce the dependence on the state in the teaching profession.

RESPONSIBLE BODY: Ministry of General Education Youth and Sport

ADDRESS: P.O. Box 50093, Lusaka, Zambia

MANAGER: Mbulwe, Frederick, Executive Secretary,

WORKING LANGUAGES: English; Bantu dialects

DATE OF CREATION: 1986

DURATION: On-going

FUNDING SOURCES: FINNIDA; NORAD; SIDA; Two Ministries of Education; funds generated by programme

COST DATA: 1991: SIDA: SEK: 5,600,000

PROJECT DESCRIPTION:
The guiding principle of SHAPE is self reliance. It is a field-based programme where the major responsibility for the development of resource and production activities rests with the schools. Teachers are enabled to develop a variety of productive activities in the school in order to broaden the educational experience of the pupils and bring benefits to the school. Schools are developed as resource centres for production in agriculture, industrial arts and home economics, material support, teacher training, curriculum development, monitoring, evaluation and research. The creation of school clusters has provided small schools with opportunities of interaction with other schools in resource and production activities. SHAPE is an instrument for the implementation of education policies of the two Ministries of Education

STAFFING:
SHAPE national secretariat has one full time Executive Secretary; two accountants, two secretarial staff. Co-ordinators at national, regional, district and zone levels work part-time. Overall executive committee has 14 staff. Each province, district, zone and school have a SHAPE committee

POLICY COMMITMENT/SUPPORT:
Ministry of Education has accepted in principle, to include counterpart funding at national level in the 1992 estimates of expenditure. This will be achieved mainly through integration of SHAPE activities in the mainstream of education

PLANS FOR GOING TO SCALE:
During the second phase, SHAPE will strive to integrate its activities into the ordinary educational planning activities and systems.

WEAKNESS/RISK FACTORS:
Lack of incentives for those involved in the programme. Lack of sufficient district inspectors hampers co-ordination. Some rural schools are still to be reached. Frequent changes in staffing. Too many programmes in the field competing for the attention of the same teachers. Lack of and uneven distribution of (material) resources. In typically rural areas parents tend to discourage daughters from continuing their education. Difficulty in getting male and female students to take on activities traditionally associated with the opposite sex.

Asia

0005

PROJECT TITLE: **Saptagram Nari Swanirvar Parishad**

COUNTRY: Bangladesh

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Adult literacy; access to education; educational quality; disadvantaged groups; rural areas; life skills; income generation; community participation

TARGET GROUPS: Landless rural women

OBJECTIVES:
To help deprived, landless women understand the causes of their oppression, take charge of their lives and work on income-generating projects

INFORMATION ON LEARNERS: 22,000 members in 900 villages

RESPONSIBLE BODY:
Saptagram Nari Swanirvar - The Seven Villages Women's Self Reliance Movement

ADDRESS:
23/1 Purana Paltan Line, Dhaka -1000, Bangladesh. Tel:416849

MANAGER: Ms Rokeya Rahman Kabeer

WORKING LANGUAGES: English; Bengali

DATE OF CREATION: 1976

DURATION: On-going

FUNDING SOURCES:
NORAD; SIDA; OXFAM; CAA; Bread for the World; ICCO

COST DATA: Total project cost for 1993-1994: US$ 2,806,660

PROJECT DESCRIPTION:
Saptagram is a self reliance movement run by women for women of the landless and the land-poor class. The presence of women at all levels of the organization, from senior

management to the field, is unique in rural development work in Bangladesh. One of the project's most original features, introduced in the mid-1980's, is a gender-oriented syllabus, developed with the help of a specialist in adult education. Other NGOs have introduced these materials, that have won government prizes, into their adult literacy classes. Education, that has become the major programme, grew from the women's demand for classes, as they came to realize the links between education, employment opportunities and basic human rights. Legal training, credit giving and small scale industry development are also part of Saptagram. Sericulture is the Saptagram's largest income-generating project.

BACKGROUND:
In Bangladesh, one in five primary school teachers is a woman and female illiteracy, at 77 per cent, is one of the highest in the world. In 1989-90 the nutritional intake of women was 88 per cent that of men and they earned 40 per cent less. 22 per cent of the country's 17.6 primary school-age children never attend school. Of the 13.7 million who do enrol (67 per cent boys, 57 per cent girls) 60 per cent drop out before completing the five year cycle. Growing landlessness is slowly deteriorating the social fabric in Bangladesh, where 80 per cent of the population is rural. Nine per cent of the population own 80 per cent of the land.

STAFFING: The Dhaka head office has 19 people and there are 55 field workers

PLANS FOR GOING TO SCALE:
Project started by Mrs Kabeer alone, planned for seven villages in Sadar Thana in Faridpur. Now it covers districts of Faridpur Sadar, Rajbari, Jhenaidah, Jessore and part of Kushtia, with about 100 staff

EVALUATIONS: 1990: Swedish International Development Authority, SIDA

WEAKNESS/RISK FACTORS:
Saptagram has for long time been run like a voluntary organization and needs to move towards professionalism

IMPACT:
Due to lack of comprehensive studies, it is difficult to measure Saptagram's impact in facts and figures.

PUBLICIZING:
1994: In Our Own Hands, a publication in the series Education for All, Making it Work, UNESCO

PROJECT PUBLICATIONS:
A short history of Saptagram Nari Swanirwvar Parishad -it is only a women's organization which can successfully work to empower women of the deprived section of the community. Story of seven women. A case study of the women of rural Bangladesh to be published by Saptagram in 1992

0041

PROJECT TITLE: **Gonosjahajjo Sangstha - GSS**

COUNTRY: Bangladesh

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
learning improvement; repetition rate; educational quality; access to education; enrolment of girls; disadvantaged groups;rural areas; curriculum development; learning methods; teacher effectiveness; community participation

TARGET GROUPS: Primary age children in urban slums and in poor rural areas

OBJECTIVES: To offer high quality education to underprivileged children

INFORMATION ON LEARNERS:
By June 1992 the programme had expanded to 43 schools, delivering primary education to 8,145 children

RESPONSIBLE BODY: Gonosjahajjo Sangstha

ADDRESS:
GPO Box 3535, Dhaka, Bangladesh. Tel:880-2-814986, Fax:880-2-863495

MANAGER: Dr Mahmoud Hasan

CONTACT PERSONS: Ms Shamse Hasan

WORKING LANGUAGES: English; Bangla

DATE OF CREATION: 86

DURATION: On-going

FUNDING SOURCES: SIDA; NORAD; Oxfam

COST DATA: 100,790 taka one school 92-93 prices for 180 children

PROJECT DESCRIPTION:
GSS Primary Education Programme addresses two fundamental problems: outdated and inefficient teaching methods and active discouragement of creative thought and problem-solving abilities in children. The programme wants to enable children up to the age of 12 to enter/re-enter the education system at their age level. GSS has developed learner-centred urban and rural schools with multiple entry points, flexible school hours

and holidays, built on land donated by the community. Each school consists of three classrooms which can accommodate a total of 180 children in two shifts. GSS emphasizes the role of the teacher as well in learning process as in socialization of child. It sees the key to the successful implementation of its programmes in the effective initial teacher training and strong follow-up support. The modern pedagogy used by GSS is new to Bangladesh and not even applied in private schools.

BACKGROUND:
Bangladesh has a 64.7 illiteracy rate and 69 per cent net primary school enrolment ratio, barely half of enrolled children (47 per cent) reach the end of the primary cycle.

STAFFING:
211 persons (182 teachers; 15 school supervisors; 3 field supervisors; 8 trainers; 2 co-ordinators; 1 programme head)

PLANS FOR GOING TO SCALE:
GSS sees itself as leading the way in Bangladesh towards the introduction of modern teaching methods. GSS is active in CAMPE, a national coalition of mainstream NGOs which aim for educational reforms involving NGOs, the Government and Civil Society

EVALUATIONS:
Evaluation of Adult Literacy and Primary Education Programmes 1992/93, evaluation by consultants for consortium of donors to review GSS existing projects against the criteria of quality effects; management capacity; institutional sustainability and financial viability

WEAKNESS/RISK FACTORS:
Project dependent on foreign funding, which is reported as the main problem. Another stumbling block is difficulty in the area of NGO/GOV relations. The evaluation recommended that GSS expand in urban slums to make its credibility felt on government schools.

PROJECT PUBLICATIONS:
Gonosjahajjo Sangstha, Annual Progress Report 91-92; GSS Primary Education Programme (brochure)

0079

PROJECT TITLE: **Bangladesh Rural Advancement Committee, BRAC, NFPE Programme**

COUNTRY: Bangladesh

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Access to education; rural areas; disadvantaged groups; local teacher

TARGET GROUPS: Poor landless families

OBJECTIVES: To reach and retain the poorest rural children, especially girls

INFORMATION ON LEARNERS:
Over 12,000 centres, serving 360,000 leftout and drop-out children between ages 8-10 and 11-16.

RESPONSIBLE BODY: BRAC

ADDRESS: 66 Mohakhali Commercial Area Dhaka-1212, Bangladesh. Tel: 880-2-600106-7; Fax: 880-2-883-542

MANAGER: Mr Fazle Hasan Abed, Executive Director

WORKING LANGUAGES: English, Bangla

DATE OF CREATION: 1979

DURATION: On-going

COST DATA:
About US$ 18 per child/year, one quarter of real costs in primary schools, if wastage and drop-out is taken into consideration.

PROJECT DESCRIPTION:
BRAC is engaged in rural development, poverty alleviation and basic education. The Non-formal Primary Education Programme offers two courses of three-year duration, one for the 8-10 age group and one for 11-14 years-olds. There is no homework, no long vacations, flexible school hours and easy access to schools. Over 70 per cent of the enrolled children are girls. Most of the teachers are women, in contrast to the formal school. A village committee together with teachers and parents get together once amonth to discuss education of the children and other specific concerns. Each school accomodates 30 children, 90 per cent of whom join the fourth or fifth class in the regular primary school. The course for the older children also offers life skills. All learning materials are provided by BRAC. The typical BRAC teacher is a young married woman from the neighbourhood with nine or ten years of schooling, who is given an intensive two-week initial orientation, regula on-the-job training and a monthly one day group training.

BACKGROUND:
BRAC is the largest nongovernmental organization in Bangladesh. It was established as a rural development programme with credit and health activities, mainly targetting the rural poor, women and landless farmers. BRAC schools are built around the community cooperation

BEST COPY AVAILABLE

IMPACT:
The NFE programme has significantly transformed the role of women within the communities.

PUBLICIZING:
A large number of write-ups on BRAC have been made. A video is also available from the UNESCO Basic Education Video Bank.

0027

PROJECT TITLE: **New Approach to Primary Education (NAPE)**

COUNTRY: Bhutan

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Teacher education; curriculum development; dropouts; life skills; educational facilities; educational quality; access to education; self-instruction; teaching methods

TARGET GROUPS: Untrained primary school teachers

OBJECTIVES: To raise the quality in Bhutanese primary schools

INFORMATION ON LEARNERS: Nape was introduced in 13 pilot schools and has now expanded to 88

RESPONSIBLE BODY: UNICEF

ADDRESS: P.O.Box 239, Thimpu, . Tel: 975-22-424

CONTACT PERSONS: UNICEF Representative

WORKING LANGUAGES: English; Dzongkha

DATE OF CREATION: 1986

DURATION: On-going

FUNDING SOURCES:
UNICEF; The British Overseas Development Agency; The World University Service of Canada; The British Voluntary Service Overseas; New Zealand Voluntary Service Abroad

PROJECT DESCRIPTION:
300-400 teachers are getting two to three-week in-service training courses during the winter

vacation. The new learning objectives include attitudes to knowledge and skills. A curriculum and Textbook Development Division (CTDD) has been set up to develop teacher manuals, workbooks, and readers for environmental studies, languages (Dzongkha and English), and mathematics. The methods and materials were pilot tested until 1991.

BACKGROUND:
NAPE was introduced in response to the following problems: an acute shortage of teachers, over 70 per cent of whom are untrained; irrelevant curriculum with product rather than process orientation; traditional and examination-oriented teaching methods; high drop-out rates and serious lack of teaching/learning materials. NAPE was introduced in 13 pilot schools, then in 36, 50, 88 and in the beginning of 1991 it ceased to be a project and became a programme. Bhutan now has two national training colleges to meet the demand for teachers.

STAFFING: Local employees

PLANS FOR GOING TO SCALE:
To bring all primary schools in Bhutan into the NAPE programme by 1997, from pre-primary classes through class VI

EVALUATIONS:
UNICEF has evaluated the project and helped the Dept. of Education plan for its expansion. To prepare for the expansion, the Dept. of Education completed a retraining exercise for all Bhutanese primary teachers by the beginning of the academic year 1992. Pupil absenteeism has dropped and there has been a growing appreciation of the value of local environment in childrens' learning.

IMPACT:
The teachers started to use self-made learning materials. Pupil absenteeism dropped

PROJECT PUBLICATIONS:
Developed teacher manuals and workbooks

0042

PROJECT TITLE: **Joint Innovative Project on Raising the Achievement Level of Children in Primary Education JIP**

COUNTRY: China

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
early childhood; learning improvement; educational quality; repetition rate; curriculum development; teacher effectiveness; educational finance; community participation; school

community relationship

TARGET GROUPS:
Primary school children in rural areas

OBJECTIVES:
To expand access and raise the quality of education in Gansu Province

INFORMATION ON LEARNERS:
Coverage has expanded to more than 1000 schools in Gansu Province

RESPONSIBLE BODY: Gansu Institute for Educational Research

ADDRESS:
Gansu Education Mansion, No281 Binghedonglu, Lanzhou City 730030. Tel.: 0931-22714, 483511 ext 1708, Fax: 0931-418920

MANAGER: Mr Ma Peifang, Deputy Director General, Gansu Provincial Education Commission

CONTACT PERSONS: Mr Zhang Tiedan, Deputy Director, Gansu Institute for Educational Research

WORKING LANGUAGES: Chinese; English

DATE OF CREATION:April 1986

DURATION: On-going

FUNDING SOURCES: UNESCO PROAP; Education Commission Gansu Province; Local community institutions and parents

COST DATA: US$ 100,000 (UNESCO); 400,000 Chinese authorities

PROJECT DESCRIPTION:
In order to address the problems of low achievement and high drop-out rates, the JIP aims at raising children's achievement by introducing innovative approches in pre-school preparation, improved teacher pre-service and in-service training, reorienting the curriculum, teaching methods and assessment devices, mobilization of parents and communities, through team building for innovation, mobile training teams and workshops, development and dissemination of materials and monitoring and evaluation strategies. The specific objectives are defined as follows: to improve teaching methods for moral education and basic judgement ability; to enhance the acquisition of basic knowledge as defined by the State Education Commission; to assist pupils to reach the physical development standards and hygiene habits required for their age group; to facilitate children's psychological development such as affection, will power and personality.

STAFFING:
Project coordinated at provincial, prefecture, country and school levels by educational administrators, researchers, school headmasters and teacher representatives, government officials. Community leaders and parents are also involved.

POLICY COMMITMENT/SUPPORT:
In addition to the continuing support from UNESCO and the Chinese National Commission for UNESCO, the project has benefitted form the political commitment from the educational authorities at all levels in the province as well as the extensive support from the local communities.

PLANS FOR GOING TO SCALE:
The project began with 6,210 children in 100 rural primary schools and now covers 100,000 children in more than 1,000 schools in Gansu Province. Since 1990, the project has also been introduced in Guizhou, Yunnan, Qinghai, Hebei and Henan
provinces.

WEAKNESS/RISK FACTORS:
Lack of continuing funding and professional supervision; lack of expertise for curriculum development in remote areas. Lack of accountable monitoring, evaluation and research. In addition there is an increasing need for the training of project executives and researchers on programming, development of training/learning modules and strategies.

PROJECT PUBLICATIONS:
Since 1990, three books have been published on the theory, practice and outcomes of JIP. Two videotapes have been produced (Chi/Eng). JIP in China: a quarterly on educational innovations and studies (Chinese with English table of contents and abstract) published and circulated in 24 provinces.

0003

PROJECT TITLE: **Promoting Primary and Elementary Education in India, PROPEL**

COUNTRY: India

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Enrolment of girls; out-of-school; access to education; rural areas; flexible calendar; pre-school; adult literacy; local teacher; curriculum development; community participation

TARGET GROUPS: Working children (6 to 14 years of age) in rural areas

OBJECTIVES:
To achieve universal primary education (UPE), through interlinking of primary education, non-formal education (NFE) for youth and women, and micro-planning for development, with education and training as the core of the programme. To arrive at replicable modalities in similar communities elsewhere in India and Asia

INFORMATION ON LEARNERS:
17 Panchayats-clusters, i.e. 137 villages with 18,000 households and a total population of 97,000 (Pune District)

RESPONSIBLE BODY: Indian Institute of Education

ADDRESS:
128/2 J.P. Naik Road, Kothrud Pune 411 029, India

MANAGER: Mrs. Chitra Naik

CONTACT PERSONS: Mr Kimmo Kosonen, Department of Education, University of Joensuu, P.O. Box 111, 80101, Joensuu, Finland, Fax No:
358-73-151-4528

WORKING LANGUAGES: English; Marathi; Hindi

DATE OF CREATION: May 1978

DURATION: On-going

FUNDING SOURCES: Central Government; UNICEF (1st phase); Ford Foundation (2d phase)

COST DATA:
The cost of primary education of the 9-14 age group through this NFE model is about one-third the cost of full-time primary education, the ratio of teacher to non-teacher costs being 60:40.

PROJECT DESCRIPTION:
PROPEL is a non-formal education (NFE) programme based on local needs, with strong support from the community. It includes many different programmes. The core is the non-formal basic education programme for out-of-school children (the IIE model), but there are support programmes like day-care centres, village libraries, women's development groups and adult education centres. The IIE model provides part-time education for primary age children. Older drop-outs are also admitted. In two years, the IIE model aims at raising all children to the level of Grade IV in the formal school. Since there is less time to learn than in the formal school, the curriculum of the IIE model is condensed. The part time classes are kept small (20 pupils) and group work and collaborative methods are used. The NFE instructors are volunteers, and they receive only a small honorarium for their work. Formal

examinations are not used, but the progress of the classes and the pupils are evaluated continuously. PROPEL also familiarizes the personnel of the formal system with the benefits of the non-formal educational resources available in the civic and occupational life of the rural community.

BACKGROUND:
Primary education is compulsory in India, but more than 60 per cent of enrolled children drop out before grade V. In Maharashtra State, according to the Fifth Education Survey (1986), the gross enrolment ratio for grades I to V was 77,06 per cent for the rural areas and 41 per cent for girl. The number of working children below 14 years was estimated at 70,000. To provide non-formal education for these children, the Indian Institute of Education, a centre for research and postgraduate education in Pune district, has developed several programmes of which PROPEL is the third phase. The state and central governments have approved the IIE's approach to achieve UPE. The 1st phase aimed at innovative interventions in 5 areas (100 villages) with an emphasis on the creation of a NFE system. The main goal for the 2d phase (1985-88) was to mobilize the community for girls' primary education.

STAFFING:
The field personnel includes Planning facilitators (3); Education co-ordinators (one for each Panchayat) and locally recruited people, i.e. 239 persons for the surveying of the households, animators for the Child Recreation Centres and Women's Development Groups.

POLICY COMMITMENT/SUPPORT:
Political support is provided by the Central Government which co-operated with IIE in setting up the initial phase. NFE has been included in the Eighth Five Year Plan (1985-86) proposals and the IIE model of UPE has been recommended as guaranteeing the sustainability of the project.

PLANS FOR GOING TO SCALE:
65 voluntary organizations have begun to use the IIE model of non-formal education programmes in the State, reaching 75,000 pupils. A non-formal education Cell at the Indian Institute of Education trains the requested trainers of NFE instructors. This stage may continue over the next 5 years before the innovations becomes incorporated into the district education system.

EVALUATIONS:
The evaluation process is integrated into the project and includes the community participating in the whole education process. 1990: internal evaluation. A comparative assessment of the minimum levels attained by pupils in full-time primary classes and NFE centres is being undertaken to examine the "comparability" and "equivalence" questions in depth. In general, the working children in the non-formal education classes seem to learn faster than non-working children in the formal school.

WEAKNESS/RISK FACTORS:
The success of the programme is believed partly to be the result of the supportive environment. Without this, the NFE programme will most probably fail.

IMPACT:
The whole project has made a strong impact on the formal school and teachers are ready to become acquainted with the NFE pedagogy. District authorities have agreed to the training of officials and teachers for this purpose. By the time the PROPEL project ends, collaboration will probably have been achieved. For the various aspects of impact see Bibliography.

PUBLICIZING:
Marketing of the purposes and outcomes of the first phases was assisted by UNICEF which financed a video film on the non-formal education process. A short film has been made by the Government of India. Distribution of information booklets in English, Marathi and Hindi. Organization of visits to the project. Dissemination of education materials. But the involvement of political and administrative leadership has been the determining factor for the dissemination of the innovative aspects of the project with its capacity to adjust to the existing system.

PROJECT PUBLICATIONS:
Project write-ups; teaching-learning materials; training handbook; informative booklets about non-formal education; video "Awakening". UNESCO video: Aapla Varg

BIBLIOGRAPHY:
In "Collaborating for educational change: the role of parents and the community in school improvement" by Sheldon Shaeffer (IIEP research and studies programme: Increasing and improving the quality of basic education). Paris, UNESCO/IIEP, 1982 (pp. 129-160). In 1994 a publication on PROPEL in the series Education for All: Making it Work, will be issued by UNESCO

0026

PROJECT TITLE: **Open Learning System at School Level: The National Open School.**

COUNTRY: India

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Teaching aids; educational quality; access to education; learning methods; flexible calendar; adult literacy; self-instruction

TARGET GROUPS: Out-of-school children and adolescents

OBJECTIVES: To provide educational opportunities for adolescents, agricultural, and industrial workers to continue education at their own pace

INFORMATION ON LEARNERS:
Enrolment increase from about 1670 in 1981 to about 200.000 in 199140884 registrations in year 1990-1991 females: 40 per cent of enrolments rural students: 21 per cent of enrolments

ADDRESS:
8, Poorvi Marg, Vasant Vihar, New Delhi 110057, India. Tel: 91-11-677.310/-308, Fax:91-11-687.3351

CONTACT PERSONS:
Director, UNESCO Office, Bangkok (Principal Regional Office in Asia and the Pacific, PROAP), Prakanong Post Office, Box 967, Bangkok 10110, Thailand, tel: 66-2-3910880, fax: 66-2-3910866

WORKING LANGUAGES: English; Hindi;

DATE OF CREATION: 89

DURATION: On-going

FUNDING SOURCES: Governmental; UNESCO

PROJECT DESCRIPTION:
The National Open School was established as an alternative to the formal system.Teaching is offered through 307 accredited institutions nation-wide. Courses leading to secondary and senior secondary examinations are offered. Criteria for admission are established on self-assessment. Provision is made for self-instructional materials and tutors and counsellors to ensure effective learning. The students receive class credits and a certificate upon completion of the course.

POLICY COMMITMENT/SUPPORT: Ministry of Education

PLANS FOR GOING TO SCALE:
A variety of crash courses and new courses (some with other appropriate partners) are planned for vocational education

0043

PROJECT TITLE: **Minimum Levels of Learning at Primary Stages in all the Ashram Schools and Scheme of Experimental & Innovative Programmes**

COUNTRY: India

PROJECT TYPE: Government; NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Educational quality; disadvantaged groups; teaching aids; rural areas; curriculum development; teacher effectiveness; life skills; learning methods; community participation

TARGET GROUPS: Ashram schools and communities

OBJECTIVES: To raise the quality of education in Ashram schools

INFORMATION ON LEARNERS: 316 Ashram (residential) schools

RESPONSIBLE BODY: Shiksham Bahavidyalaya

ADDRESS:
Sujararat Vidyapith, Ahmedabad- 380014. Tel: 91-446148/446349/446547

MANAGER:
Professor Prurushottam A Patel (Honorary Director), Post-Graduate Department of Education of Gujarat Vidyapith

CONTACT PERSONS: Mr. Ramlal Parikh

WORKING LANGUAGES: English; Gujariti

DATE OF CREATION: January 91

DURATION: On-going

FUNDING SOURCES: Gujarat State Government

COST DATA: 21,86,500 Indian rupies (estimated budget 1992-93)

PROJECT DESCRIPTION:
The programme is aimed at providing three learning subjects of Gujariti, mathematics and environmental studies and improving curricula & school organisation through: 1) inclusion of life-skills in curriculum; 2) activity-based learning methods; 3) effective methods of multi-grade teaching; 4) upgrading teacher quality through new methods of teacher training; 5) income generating activities by teachers & students; 6) community participation: motivational & mobilization activities in the community by use of the school as a multi-purpose Community Resource Centre; organizing monthly teacher orientations; developing teacher instructor skills in relation to local environmental conditions (for environment studies class)

BACKGROUND:
Gujarat Vidyapith Institute was founded in 1920 by Mahatma Gandhi, to prepare students and teachers to serve the deprived people of rural and tribal society of India. Students are farmers, landless labourers and proletariat class.

STAFFING: 6 persons

POLICY COMMITMENT/SUPPORT:
Gujarat Vidyapith Dept. Education of the State Gvt; The Director of Primary Education & officers in charge of Ashram schools voluntary organizations

PLANS FOR GOING TO SCALE:
The major concern is improving quality of project rather than going to scale. Plans include: Monitoring with constant feedback, training personnel, pre & post-test evaluation, implementation of remedial teaching program, surveying background of all Ashram schools & teacher competency. In 92-93 students will be promoted, providing natural vertical extension.

EVALUATIONS:
Project has continued self-evaluations leading to the following revisions: pre-tests, teacher orientation programs, training programmes, teacher handbooks unit tests, and post tests.

WEAKNESS/RISK FACTORS:
There seems to be three areas of risk concerning the project: Teaching learning materials appropriate to the project were not readily available in the field and substitute materials were used instead to start off with. Second concern is the lack of research associates. Presently there is one research associate where it has been estimated that 9 more are needed in order to visit all the schools once a month. The third risk factor concerns the elaborate time expenditure on non-trained newly fresh teachers coming from outside schools instead of building on the experience levels of Ashram teachers. Previous trained levels are not being built upon.

PROJECT PUBLICATIONS:
Publications of all teacher learning materials and teacher handbooks for Grades I through IV are available for teachers and students

0051

PROJECT TITLE: **Baha'i Vocational Institute for Rural Women**

COUNTRY: India

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
minority groups; rural areas; vocational training; access to education; adult literacy; teaching methods; life skills; student participation

TARGET GROUPS: Young women (15 to 35 years old)

OBJECTIVES:
Baha'i Vocational Institute aims at enabling young rural women to become agents of social change in their own communities and to foster new attitudes about women among the trainees and their families.

INFORMATION ON LEARNERS:
600 mainly tribal women from rural areas of South-West Madhya Pradesh have been trained

RESPONSIBLE BODY: Baha'i Vocational Institute for Rural Women

ADDRESS: 180, Bhamori, New Dewas Road,, Indore 452 008 (M.P.), India. Tel: 442 353

MANAGER: Mr Janak Palta McGilligan

WORKING LANGUAGES: Hindi

DATE OF CREATION: 1985

DURATION: On-going

FUNDING SOURCES:
Government of India; Government of Madhya Pradesh; Canadian High Commission; Australian High Commission; National Spiritual Assembly of the Bahai's of India

PROJECT DESCRIPTION:
The Baha'i Institute has three-month courses for 50 to 60 women, with activities useful to the community (e.g. tailoring, weaving, tribal arts craft production) and a 90 hour-literacy programme. The curriculum is holistic, with environmental, health and hygiene, as well as discussions on education of children. Non-formal and participatory teaching methods are used (group work, role plays, games and folk dances) that emphasize the learners' cultural identity. Each literacy class is built upon discussions on one keyword (the "generating keyword") which "generates" the acquisition of some other 20 words. The educational material is produced by the Institute. Nursing mothers can bring their children to the Institute during the course. To prevent the trainees to fall back into illiteracy, the Institute keeps in touch with its graduates by exchange of handwritten postcards. The Institute also organizes one-month advanced training courses for women who act as area co-ordinators (volunteers) and who assist the Institute staff in the running of the training courses; one-year training courses for 4 coordinators: 2 masters of social work students and 2 women who will establish women's programmes in their own areas; ten-day family life training programmes for 6 to 8 couples; three-day seminars for 50-60 trainee family members for support.

BACKGROUND:
In Madhya Pradesh, 96 per cent of women are illiterate. Following the Baha'i spiritual and moral values, the Institute teaches unity and tolerance as important factors for the development of communities divided and paralysed by cast prejudice and tensions between the various tribal groups.

STAFFING: Newly literate women represent 40 per cent of the field staff.

POLICY COMMITMENT/SUPPORT: Government.

PLANS FOR GOING TO SCALE: Extension of the programme is planned

EVALUATIONS:
About 600 women have been trained since 1985: Some became trainers, others are now employed by the Government as teacherd or teach children as volunteers in their community, other former trainees have passed primary education examinations and start secondary education. 1994: A quantitative and qualitative evaluation of the programme is foreseen. In 1990, young formerly illiterate tribal trainees from the Institute won the first prize in a learner's song competition organized by the International task force of literacy, a UNESCO-sponsored programme. In 1992, the Baha'i Vocational Institute for Rural Women was one of the recipients of UNEP "Global 500 Award" for its "outstanding environmental achievement".

IMPACT:
Marathi Literacy programmes (New Era Development Institute, Panchgani; in Gorakhpur and Sholapur, State of Mahrashtra) use the model of literacy elaborated by the Baha's Institute. The Government employs some of the trainers in the framework of literacy programmes. At an international level, the same methodology is being used by the Department of Adult Education of the University of Leicester (U.K.) and by the Smith College Northampton (Mass., U.S.A).

PUBLICIZING:
Booklet on the Baha'i Vocational Institute for Rural Women. The Baha'i Institute participated in the governmental "Total literacy campaign". The awards received in 1990 by the International Task Force of Literacy (UNESCO programme) and in 1992 the "Global 400 Award".

PROJECT PUBLICATIONS:
Manuals for the teachers and trainers; Monthly newsletter for the graduates: "Kokila" (Nightingale); Booklet on the Baha'i Vocational Institute for Rural Women.

SOURCES:
"A report of activities achievements: Current status and plans of literacy programme of Baha'i Vocational Institute for Rural Women, Indore (MP)" of 9.9.93.

0052

PROJECT TITLE: **Vanvasi Seva Kendra Middle School**

COUNTRY: India

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
socially disadvantaged children; rural areas; minority groups; vocational training; access to education; income-generating activities

TARGET GROUPS:
Children (grades 6 to 7)

OBJECTIVES:
The Junior high school is part of a community development project aiming at building an agro-industrial society, using local natural resources and co-operation between different ethnic groups.

INFORMATION ON LEARNERS: 1992: 384 children

RESPONSIBLE BODY: Vanvasi Seva Kendra Institute

ADDRESS: Adhaura Block, Khamkalan, District of Bhabua Bihar, India

MANAGER: Mr Birbal Prasad

DATE OF CREATION: 1984

DURATION: On-going

FUNDING SOURCES:
EZE (German Donor Agency); Swiss Development Cooperation; Central Silk Board; Government of Bihar

PROJECT DESCRIPTION:
The Vanvasi Seva Kendra Middle School provides vocational training to enable the children and young people to earn a living (through leaf-plate making, apiculture, spinning,..). Parents are invited to participate. The CCF project is connected to other activities: 1) child's personality development through recreational/educational activities; 2) distribution of mid-day meals to improve nutrition, growth and survival rate of the children; 3) for a collective effort aiming at community development: (a) mobilization of the villagers/parents in collaboration with social workers, through the organization of meetings (b) information and discussions on the opportunities offered by the government under various schemes and (c) initiation of an organizational process at village level to establish a standing dialogue amongst the community on the subject.

BACKGROUND:
The Institute is affiliated to the Christian Children's Fund. The term of Vanvasi refers to the tribal community where the Institute started socio-economic development activities (wool and silk manufactures) in the late seventies in collaboration with AVARD (New Delhi), various

governmental and NGOs, thanks to the financial support of a German donor agency (EZE). This agro-industrial infrastructure was reinforced by the successful development of numerous sale centres and the implementation of an agro-industrial cluster project in Tilouthu (Gram Panchayat) in collaboration with Avard and the financial support of the Swiss Development Cooperation (SDC), the Central Silk Board and the Government of Bihar.

POLICY COMMITMENT/SUPPORT:
The policy and strategy concerning the project are defined in co-operation with the Government of Bihar that provides financial support.

EVALUATIONS:
Internal Evaluation report dated 14 September 1992. Results of annual examinations (1988-1992)

WEAKNESS/RISK FACTORS:
Difficulties in mobilizing the parents and the community for the educational activities. Lack of teachers.

SOURCES: Letter dated 2 July 1993.

0067

PROJECT TITLE: **Don Bosco Ambu Illam Technical Centre: Street Children's Reach-out Programme**

COUNTRY: India

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
working children; street children; access to education; vocational training

TARGET GROUPS:
street and working children (10-18 years of age)

OBJECTIVES:
Protection and development of the child. Social rehabilitation.

INFORMATION ON LEARNERS: Currently 500 to 600 children.

RESPONSIBLE BODY:
Don Bosco Anbu Illam

ADDRESS:
16, Malayappan Street, Mannady, Madras 600 001, Tamil Nadu State. Tel.: 04465.225.426

MANAGER: Fr Vincent Xavier

WORKING LANGUAGES: Tamil

DATE OF CREATION: 1978

DURATION: Ongoing

FUNDING SOURCES:
Don Bosco Community; Government; NGOs; Private Donations

PROJECT DESCRIPTION:
The "Don Bosco Anbu Illam" (Home of love), aims at meeting children's basic needs through co-operation between the family, the community and governmental bodies. To combat exploitation of working children, they have been organized in legally recognized associations. Tolerance and respect are the main leading principles of the Don Bosco Anbu Illam team, but emphasis is nevertheless put on discipline, such as respect for a time schedule. To motivate children to break definitively with their former life, recreational activities as well as "motivation camps" (3 to 7 days) grouping children in the same age-group and with similar problems and needs are organized. Personalized education and literacy programmes help children to (re-)join the formal system. Vocational training programmes are provided. The family and surrounding community members are sensitized to the importance of reintegration through research and discussion on key issues. During the last phase which aims at the socio-economic rehabilitation of the former street child, the team assists in finding funds for building a house, for marriage and for other needs of a normal social life. The child, his family, friends and employers participate in the monitoring of this rehabilitation process.

BACKGROUND:
The project was launched by Fr Joe Fernandez from the Don Bosco religious community, a community development organization. A survey concerning working children led to the setting up of the present programme and the creation of various rehabilitation centres.

STAFFING:
The central administration is well staffed. In addition to this, there are central educators of the rehabilitation centres, field educators and facilitators.

WEAKNESS/RISK FACTORS:
Insufficient information and research on the subject. Too formal approach in the non-formal education. Lack of staff training. Weak infrastructure. Lack of financial support. Lack of co-operation spirit of the employers. Lack of responsibility sense of the parents.

BIBLIOGRAPHY:
Working with street children to be published by UNESCO in 1994.

SOURCES:
Draft of Working with street children to be published by UNESCO in 1994.

0069

PROJECT TITLE: **Don Bosco Yuva Pracodoni**

COUNTRY: India

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; vocational training; community participation

TARGET GROUPS: Street and working children, 12 to 18 years old

OBJECTIVES:
To be present at the street children's sides at all times possible and to rehabilitate them through education

INFORMATION ON LEARNERS:
The centre is currently in contact with about 2,000 out of the estimated 45,000 street children of Bangalore

RESPONSIBLE BODY: Don Bosco Yuva Prachodini

ADDRESS: Mt. St Joseph, P.O. Bangalore 560083, India

MANAGER: Fr Varghese Pallipuram

DATE OF CREATION: June 1980

DURATION: On-going

PROJECT DESCRIPTION:
Don Bosco Yuva Prachodini is the main centre of a community based project that uses available services to assist street children in the following ways: (a) to cope with life in the streets and become aware of their potential as individuals; (b) to guide them further to find suitable environments; (c) to act as a catalyst for change in the existing educational and socio-political system so as to provide viable alternatives for the deprived; (d) to facilitate debate on and improve the educational system. "Budhivantha" summarizes the BOSCO's educational philosophy and refers to someone who "is wise and knows the difference between good and evil" and can "manage life and people". The BOSCO city centres work as day and night shelters where literacy classes and recreational activities are provided and other basic needs of the children are met. Vocational training is organized in other institutions. Job placement activities are included in the programme.

BACKGROUND:
BOSCO stands for "Bangalore Oniyavara Seva Coota" (association of those who serve the people of the street). The project was started by a group of students from Kristu Jyothi College (Bangalore) in co-operation with a Salesian Community. It is today one of the largest and most comprehensive projects for street children in India

STAFFING:
Ten area teams have some five to nine staff members that provide the "street presence" and logistics. It includes volunteers and a five-person Salesian team

POLICY COMMITMENT/SUPPORT: Governement

PROJECT PUBLICATIONS:
Working with Street Children to be published by UNESCO in 1994

SOURCES: Draft of "Working with Street Children", to be published by UNESCO in 1994

0077

PROJECT TITLE: **Lok Jumbish Parishad**

COUNTRY: India

PROJECT TYPE: Gov

MAIN EDUCATIONAL PROBLEM TACKLED:
access to education; quality of education; rural areas; local teacher; school community relationship

TARGET GROUPS:
Out-of-school children (6-14 age group) and illiterate adults in disadvantaged areas of Rajasthan

OBJECTIVES:
Universalisation of primary education and adult literacy. Improved quality of education

INFORMATION ON LEARNERS:
First batch: five blocks with 740 villages with a total population of 755,790. Second batch: ten more blocks. LJ now covers 15 blocks with a total population of 2.2 million

RESPONSIBLE BODY: Lok Jumbish Parishad (LJP)

ADDRESS:
Lok Jumbish Parishad, P.B. No 411, Jaipur, India. Tel:515850

MANAGER: Bordia, Anil, Chairman

WORKING LANGUAGES: English, Hindi

DATE OF CREATION: May 1992

DURATION: On-going

FUNDING SOURCES: SIDA; Government of India; Government of Rajasthan

COST DATA: Budget estimates for 1993-1994: Rs 137.6 million

PROJECT DESCRIPTION:
Lok is a Hindi/Sanskrit word that means the people; Jumbish an Urdu/Persian work for movement. It is a project for education for all in Rajasthan by the year 2000 through people's participation, particularly women, and to revitalize basic education from below. The main emphasis of LJ is on UPE. The main strategies in phase 1 are: a) establishment of a management system; b) initiation of activities for people's mobilisation; c)creation of a system of training and technical resource support; d) introduction of measures for improvement in the quality of primary education; e) engendering a feeling of confidence among teachers and the people. It covers the following programmes: block level management; early childhood care and education; primary education; LJ training, microplanning and environment building; teacher training; non-formal education; try-out activities, research and study visits.

BACKGROUND:
Rajasthan has a population of 43.8 million. It is one of the country's most backward states in terms of primary education (6-14 age group). The school system and educational management have suffered because of under-investment in infrastructure and human resources. The task of LJ is not only to improve the educational infrastructure, but also to bring about a change in attitudes of local communities, who have come to think that no improvement is possible, to help them to cope with the task ahead.

STAFFING:
Effort is made to keep State level organisation small. LJP team consists of six professionals and fourteen support staff

POLICY COMMITMENT/SUPPORT: Central Government;State Government

PLANS FOR GOING TO SCALE:
The goal is universal primary education in Rajasthan, with particular emphasis on reaching the underprivileged.

EVALUATIONS:
The Village Education Committee is expected to play the role of grass-roots evaluation.

WEAKNESS/RISK FACTORS:
The spirit of LJ is very important to keep alive, in order to avoid bureaucratization of staff. The essence of the project is social mobilization, so the success or failure of the project will probably depend on the success or failure of the village level committee. While it is important to cooperate with other organizations, the very wide range of partners may also cause some "top heavy" effects, if the emphasis is not constantly on the grass-roots level.

PUBLICIZING:
LJP publishes "Samplav", a monthly journal with educational experiences, anecdotes, poems and essays.

PROJECT PUBLICATIONS:
Lok Jumbish. The Second Report, May 1993

SOURCES: The second report, 1993

0001

PROJECT TITLE: **Community participation in the planning and management of educational resources, COPLANER**

COUNTRY: Indonesia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Community participation; out-of-school; educational quality; educational management

TARGET GROUPS:
Primary, secondary and out-of-school children and their communities

OBJECTIVES:
To improve the quality of education through community resource planning

INFORMATION ON LEARNERS:
The project is being implemented in 24 sub-districts selected from four of the 27 provinces, namely East Java, North Sulawesi, South Sumatera and East Nusa Tenggara. .

RESPONSIBLE BODY:
Bureau of Planning, Ministry of Education and Culture

ADDRESS:
11th Floor, Building C, Gedung C, Lantai 11, Jln Jenderal Sudirman Senayan, Jakarta, Indonesia

MANAGER: Dr Simanungkalit

CONTACT PERSONS: Mr Colin Moyle, UNESCO/UNDP, Jakarta

WORKING LANGUAGES: English; Austronesian languages

DATE OF CREATION: March 1991

DURATION: On-going

FUNDING SOURCES: Government of Indonesia; UNDP

COST DATA: Gov: IDR 2,859,916,000; UNDP: $1,265,000

PROJECT DESCRIPTION:
To improve the quality of education in primary, secondary out-of-school education in Indonesia, COPLANER develops school-level planning mechanisms for community participation. The project provides the opportunity for community-based decisions to be made about the management of educational resources. This occurs in a total of 24 sub-districts. All schools in a sub-district are considered as a unit for planning and management. A supportive administrative infrastructure has been established to assist with developing, implementing and nurturing the project. Communication receives priority, and all personnel are provided with appropriate training in such skills. From the national to the district levels, the vertical structure of COPLANER will operate through a steering committee ; a task force; a project implementation unit; working groups and advisory groups. The most important tool in this process is the community forum for educational development, CFED, which will bring together village leaders, principals, teachers, supervisors, parents and other community members. It will be linked to the local cluster of schools. It is hoped that more established planning systems will lead to optimal utilisation of existing resources.

BACKGROUND:
The process of decentralization of the education system in Indonesia began 15 years ago and has been steadily reinforced. The Planning Bureau has trained district officials in bottom-up planning processes.

STAFFING:
National: NPC (1), NPM (1), Provincial PM (4), Professional and Specialist Staff (25), Admin Staff (35) and approx 100 trainers. International: Senior Expert (full time 30 man months); Consultants (12 m/m) Adm Assist: (1)

POLICY COMMITMENT/SUPPORT: Government

PLANS FOR GOING TO SCALE:
During the 1993-94 budget year the COPLANER technology is to be tried out in three sub-districts in each of the remaining provinces of Indonesia

EVALUATIONS:
1. Tripartite review, July 1991 2. On-going by sub-contract, with assistance of international consultant, to four institutions of higher education in the four project provinces. First phase of a three phase, 18 months evaluation in complete (Dec 1992) 3. In-depth evaluation (formative) by UNDP

WEAKNESS/RISK FACTORS:
Risk factors include existing status/hierarchical orientations; difficulties in raising local-level consciousness to the importance of their involvement and of their responsibilities; long and difficult communication lines; overly sophisticated presentations of information and training; lack of tangible results for local level efforts after national deliberations.

PROJECT PUBLICATIONS:
Pongtuluran, Moyle, "Decentralization and the role of the community"; Simanungkalit, Moyle, "Community participation in the planning and management of educational resources"; COPLANER staff, COPLANER is born, COPLANER-Implementation structure; Moyle, Pongtuluran, "Involving the community in the local school", in Chapman (ed), APEID; Training booklets for staff

SOURCES:
Information received (data print-out filled out) from Dr.T. Simanungkalit, project manager. Also: "Collaborating for educational change: the role of teachers, parents and the community in school improvement" ed. by Sheldon Shaeffer (IIEP Research and Studies Programme: Increasing and improving the quality of basic education) Paris, UNESCO/IIEP, 1992.

0007

PROJECT TITLE: **Quality through support for teachers, the CIANJUR model**

COUNTRY: Indonesia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Learning methods; educational management; teacher effectiveness; teacher education

TARGET GROUPS: Primary school teachers

OBJECTIVES: To achieve better and more active learning in primary schools

INFORMATION ON LEARNERS:
804 primary schools in the original project

RESPONSIBLE BODY:
Office of Educational and Cultural Research and Development of the Ministry of Education

ADDRESS:
Balitbang Dikbud, Box 297 KBY Senayan Jakarta Pusat, Indonesia

MANAGER: Dr Harsja Bachtiar

WORKING LANGUAGES: English; Austronesian languages

DATE OF CREATION: 1980

DURATION: On-going

FUNDING SOURCES:
Government; Overseas Development Administration of the United Kingdom; the British Council; the Institute of Education University of London

PROJECT DESCRIPTION:
CIANJUR (or ALPS) is a project of qualitative improvement through professional support for teachers in primary schools. The project aims at improving the quality of education through professional support to primary school teachers at local level. It also aims to strengthen the role of primary supervisors and principals and improve their competence to assist teachers. The project has developed a working model of support with in-service training as a regular feature of teachers' corporate life. These activities include teachers', principals' and supervisors' clubs and teachers centres. These allow local initiatives and active involvement of educational personnel in planning, implementing and evaluating in-service programmes.

BACKGROUND:
Indonesia, one of the most populous countries in the world, is a vast nation spread over 13,000 islands. Java is one of the most densely populated islands in the world (1980: 590 per square m). The people in Indonesia come from some 300 ethnic groups and speak more than 200 dialects. Most of the people, however, speak the national language Bahasa Indonesia which is used as a medium of instruction from primary schools to university. The CIANJUR project was launched in response to a need to improve relevance and efficiency of primary education.

STAFFING: 5,345 teachers (original project); 20,000 more in the dissemination phase

POLICY COMMITMENT/SUPPORT: Government

PLANS FOR GOING TO SCALE:
As of 1984, the Cianjur model has been disseminated to other provinces in Indonesia

EVALUATIONS:
Abstract in IIEP publication: "Increasing and improving the quality of basic education", Schaeffer (ed) (1992). "Quality through support for teachers, a case study from Indonesia", Tangyong, Wahyudi, Gardner, Hawes, Indonesia 1989

WEAKNESS/RISK FACTORS:
Balance between class, group and individual activity was hard to maintain. In most schools teachers found it difficult to build upon the new techniques acquired. New approaches were practised very unevenly. Joint planning and cooperation between ministries and other agencies necessary to avoid rivalry. In-service training suffered from lack of continuity

PROJECT PUBLICATIONS:
Abstract in IIEP publication "Increasing and improving the quality of basic education" ed. Schaeffer, 1992, by Djam'an Satori. Quality through support for teachers, a case study from Indonesia, Tangyong, Wahyudi, Gardner, Hawes, Indonesia 1989

0008

PROJECT TITLE: **Open Junior High School, OJHS**

COUNTRY: Indonesia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Dropouts; access to education; educational quality; disadvantaged groups; working children; rural areas; learning methods; life skills; school time; flexible calendar; teaching aids; local teacher

TARGET GROUPS: Out-of-school primary school graduates

OBJECTIVES: To offer an alternative lower secondary education to out-of-school adolescents

INFORMATION ON LEARNERS:
Since 1989, 34 OJHS have been established in 25 provinces, accommodating 8,834 students. An additional 22 OJHS have been opened by local authorities

RESPONSIBLE BODY: Directorate of General Secondary Education

ADDRESS: Centre for Communication Technology for Education and Culture, 1. Cenderawasih KM 15.5 Jakarta, Indonesia

MANAGER: Dr Arief Sadiman

WORKING LANGUAGES: English; Austronesian languages

DATE OF CREATION: 1979

DURATION: On-going

FUNDING SOURCES: Government; Asian Development Bank; Community

PROJECT DESCRIPTION:
OJHS are open learning centres for primary school graduates who cannot enter Junior High Schools (JHS). Students study individually at a learning centre, housed in a community building near their homes, 5 days a week for 3 or more hours a day. The instructional process consists mostly of self-learning from printed and audio-visual materials. A facilitator is available in the centre, mainly as a manager and once or twice a week students can attend meetings with their subject matter teachers in ordinary JHS. The curriculum is the same as in JHS

STAFFING:
Local level: one facilitator per centre and access to a subject matter teacher. Planning level: Coordinators for management and learning materials development staff.

POLICY COMMITMENT/SUPPORT:
Indonesian government has decided to disseminate the system throughout the country

PLANS FOR GOING TO SCALE:
By the end of -94 there will be at least 2 OJHS in each of the 27 provinces. By the end of -98 every second level district will have at least one, which means there will be approx. 350 OJHS in Indonesia. School clusters will be established

EVALUATIONS:
1983: Yogyakarta Teachers Training Institute, concluding that there was no significant difference between academic achievements of the OJHS students and those in JHS, and that the OJHS had gained a high degree of respectability in the community

WEAKNESS/RISK FACTORS:
Difficulty for students to adjust to studies without a teacher. Print materials need to be very carefully designed so as to motivate students for self-instruction. Delay in printing reproduction and distribution of instructional materials. Shortage of competent full time personnel, both at national and local levels. Weaknesses in learning materials development staff. Lack of writers capable of producing materials appealing to students. A shortage of competent personnel for implementation of programme. AV media, important in self instruction, are only available in mother schools. Problems to reach remote areas. Lack of appeal of learning centres. Difficulty to provide feedback to students in absence of real teacher. A scale effect problem is anticipated.

PROJECT PUBLICATIONS:
Open Junior High School, Ministry of Education and Culture 1992; The Indonesian Open Junior High Schools, Sadiman, Jakarta 1992; Baseline Study for Open Junior High Schools, Indonesian Association of Educational Technologists, Jakarta 1992; A review of teacher education issues in Indonesia, Kemmerer, Frances, Nielson, Lynch, Jakarta 1990

0010

PROJECT TITLE: **Development of an Effective Learning System for the Improvement of Life, DELSILIFE**

COUNTRY: Indonesia

PROJECT TYPE : IGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Adult literacy; life skills; local teacher; community participation; out-of-school; rural areas; educational management

TARGET GROUPS: Communities in poor rural areas

OBJECTIVES: To improve the quality of life in poor communities through self-reliance

INFORMATION ON LEARNERS: 82-84: project tested in selected pilot villages

RESPONSIBLE BODY: Regional Centre for Educational Innovation and Technology, INNOTECH

ADDRESS: Commonwealth Av., P.O. Box 207, UP Diliman, Quezon City 1101 Philippines

MANAGER: Dr Minda C. Sutaria, Director

WORKING LANGUAGES: English; Bahasa Indonesian

DATE OF CREATION: 1980

DURATION: On-going

FUNDING SOURCES: Netherlands; counterpart funding participating countries

PROJECT DESCRIPTION:
DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its own programme, depending on what the members themselves want to learn (irrigation, health, machinery maintenance, book keeping). The group may invite resource persons to transfer specialized knowledge. Participatory and democratic principles are essential factors in the intervention model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels; the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result.

BACKGROUND:
DELSILIFE was developed by the Regional Centre for Educational Innovation and Technology, INNOTECH, of the Southeast Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand Malaysia and Indonesia from 1982-1984. The results were so encouraging that 3 countries decided to disseminate the DELSILIFE system on a wider scale. DELSILIFE has been integrated with the non-formal education programmes of the Ministries of Education in the Philippines, Thailand and Indonesia.

PLANS FOR GOING TO SCALE:
In 1986-89 dissemination strategies were developed and the project was implemented on wider scale. One indication of the project's success is its self continuousness and sustainability. The number of DELSILIFE communities continue to increase.

EVALUATIONS:
INNOTECH: evaluation is part of the DELSILIFE process. As of Aug. 1989 Indonesia had 15 sites in 3 countries .

WEAKNESS/RISK FACTORS:
Programme depends on goodwill and voluntarism of people

PROJECT PUBLICATIONS:
Delsilife, An educational strategy to fight poverty, CESO paperback No. 9 (1990), Boeren, Kater (eds)

0011

PROJECT TITLE: **Visiting teacher model for the universalization of primary education for the 7-12 year old children in isolated areas**

COUNTRY: Indonesia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Access to education; Disadvantaged groups; rural areas; nomadic groups; learning methods; teacher role; flexible calendar; multiple class teaching; dropouts; local teacher; teaching aids

TARGET GROUPS: Children (7 to 12 years of age)

RESPONSIBLE BODY: Ministry of Education and Culture

ADDRESS:
Balitbang Dikbud Kotak POS 297 KBY Jl Jenderal Sudirman-Senayan, Jakarta, Indonesia. 587102

MANAGER: Ministry of Education

CONTACT PERSONS: Soepangkat, Hariadi, P. Ambassador, Permanent Delegate

WORKING LANGUAGES: English; Austronesian languages

DATE OF CREATION: 1989

DURATION: Five years

FUNDING SOURCES: Governmental

PROJECT DESCRIPTION:
The main objective of this project is to develop a model of delivery system for primary schooling for 7-12 year old children who live in isolated areas, including nomadic children. Satellite classes will be established as branches of the nearest primary school. Each satellite class can have students with different levels of ability and achievement. The teaching personnel are visiting teachers, tutors and other volunteers. Management of the satellite class is included in management of its base school and supervision is carried out by headmaster of base school. Learning programmes offered are : functional literacy (3 years), certification of primary school (equivalent of grades 4 to 6, three additional years) and Equivalency Primary school Programme with no time limit. Students from satellite classes have the same rights as those who have finished their studies in a primary school.

POLICY COMMITMENT/SUPPORT:
Cultural Research and Development and Directorate General of Primary and Secondary School. Provincial government and Office of Education in Province. Universities.

PLANS FOR GOING TO SCALE:
Plans for 92-94: review of draft model, dissemination of empirical model, reinforcement, assistance and supervision and evaluation pilot model

EVALUATIONS: The teaching learning process is evaluated every quarter

0009

PROJECT TITLE: **Network for Teacher Upgrading**

COUNTRY: Laos

PROJECT TYPE: Government; UNICEF

MAIN EDUCATIONAL PROBLEM TACKLED:
Teacher effectiveness; Teacher education; teacher supervision; local teacher; educational quality; teaching aids; school community relationship; disadvantaged groups; rural areas

TARGET GROUPS: Untrained primary school teachers

OBJECTIVES:
To reduce the percentage of untrained primary school teachers in the country from 35 per cent to ten per cent in four years

INFORMATION ON LEARNERS:
10 primary teacher educators to be trained in each of 8 NTU centres in order to train 3,200 untrained teachers by 96 ie 800 untrained teachers each year

RESPONSIBLE BODY: Ministry of Education and Sports Steering Committee

ADDRESS: UNICEF P.O. Box 1080, Vientiane, Lao PDR

MANAGER: Mrs Anne Sutherland, UNICEF Representative

WORKING LANGUAGES: French; Lao

DATE OF CREATION: 1992

DURATION: 48 months

FUNDING SOURCES: UNICEF; Government

COST DATA: 1.7 million.

PROJECT DESCRIPTION:
The programme will contain 16 learning modules with a residential course and distance modules in Lao language. To do this, a cadre of primary teacher educators will be trained with the specific skills in upgrading untrained teachers in remote areas. Eight canters will be opened where two teams of ten educators will be operating. Training manuals, in Lao language will be produced, for the trainers. The "network" aspect emphasises the flexible linkage between the eight canters as well as cooperation and communication between them, and allows for variation and flexibility in implementation to suit local conditions. The canters which have previously served as small teacher training institutions, will be upgraded through community participation

STAFFING: Each NTU has a principal, directly responsible to the MOE steering committee

POLICY COMMITMENT/SUPPORT: Government;UNICEF

PLANS FOR GOING TO SCALE:
A specific project objective is to provide the technical advice and in-country training necessary to make this programme self-generating and sustainable. The project wants to build a strong network of communication and support between NTU canters and communities

EVALUATIONS:
The overall responsibility for project monitoring and evaluation activities will be the MOE and sports through the education steering committee. Joint government/UNICEF project team will carry out quarterly progress reviews. Technical and professional aspects of the programme should be evaluated by specialists in primary education and teacher training.

WEAKNESS/RISK FACTORS:
The most critical factor will be the successful preparation of the trainers. The type of course planned for the untrained teachers is very different from the traditional teacher training in Laos. Also the trainers will be secondary subject specialists with little experience in primary teaching. The course materials must be easily understood by untrained teachers with only primary education themselves. It is important to ensure that trainers be mobile and that distribution of textbooks and other materials be efficient, making use of existing means of transport in most efficient ways.

PROJECT PUBLICATIONS: Draft project plan of action for network for teacher upgrading 1992-1996, government of the Lao P.D.R and UNICEF, August 1991

0029

PROJECT TITLE: **A School Cluster Pilot Project**

COUNTRY: Laos

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Educational management; educational systems; educational quality; parent participation; school community relationship; dropouts; educational facilities; motivation; learning methods

TARGET GROUPS: Primary schools

OBJECTIVES: To increase quality and access of basic education

INFORMATION ON LEARNERS: 1992: 8 villages with about 4,000 (1,032 pupils and 33 teachers)

RESPONSIBLE BODY: UNESCO PROAP

ADDRESS:
P.O. Box 967, Prakanong Post Office, Bangkok 10110

CONTACT PERSONS: Director, UNESCO PROAP

WORKING LANGUAGES: French; Lao

DATE OF CREATION: 1987

DURATION: On-going

FUNDING SOURCES: Governmental

PROJECT DESCRIPTION:
"Development of Basic Education and Productive Activities in Primary Schools through Collaboration and Co-operation: A Pilot Project of School Cluster" started in 1990 with the launching of a school cluster. The cluster included one lead school and six satellite schools. Local participation from teachers and villagers was considered the key factor and was systematically sought as a basic element for sustainability and extension. Among the achievements: relatively cheaper buildings with community participation; schools and teachers no longer isolated; increasing commitment of teachers; slight improvement of educational quality; pupils attending classes more regularly because of interest in school activities and parents' concern; in 1991 a 300 per cent increase in the first grade enrolment in the two ethnic minority villages; a slight decrease in first grade repetition and drop-outs.

BACKGROUND:
In 1987, the Government reformulated educational objectives, recognizing education as the productive force in socio-economic development. A substantial upgrading of the planning, management and provision of education was foreseen, with stress on quality as well as national coverage

STAFFING: Local

PLANS FOR GOING TO SCALE:
1992/10. A workshop for educators, teachers, administrators from different provinces and districts will be held. Future expansion is planned at the rate of one cluster per district

EVALUATIONS:
A mid-term external evaluation was planned for 1992/10. Experiences and findings drawn from project implementation will be published

PROJECT PUBLICATIONS: Planned

SOURCES: APEID's 13th Regional Consultation Meeting, Final Report, 22-26 June 1992, Bangkok

0030

PROJECT TITLE: **The National Self-Access Project for Teachers' Colleges, SAL**

COUNTRY: Malaysia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Teacher education; Teaching methods; status of teacher; motivation; self-instruction; educational quality; educational facilities

TARGET GROUPS: Students in teacher training colleges

OBJECTIVES: To raise the quality of teacher training in English

INFORMATION ON LEARNERS: Teachers

RESPONSIBLE BODY: UNESCO PROAP

ADDRESS:
Pejabat Damansara, Jalan Dungun, Damansara Heights, P.O.Box 12544, 50782 Kuala Lumpur. Tel: (60-3) 255.91.22/-33, Fax: (60-3) 255.28.70

CONTACT PERSONS: Hadlow, Martin, Head of Office (UNESCO)

WORKING LANGUAGES: English; Malay; Chinese; Indian languages

DATE OF CREATION: 1989

DURATION: On-going

FUNDING SOURCES: Governmental (Ministry of Education)

PROJECT DESCRIPTION:
The concern for the declining standard of English language amongst the younger generation has necessitated the MoE to provide a broader and more efficient means of improving the teacher trainees' language proficiency. The purpose of the Project is to establish the Self-Access English Language Centres in all 28 Teachers' Colleges in Malaysia. Initially, 7 pilot centres for the development of project materials have been established. A range of general proficiency material has been produced covering all language skills and a body of specialized materials to improve speech skills. The project has also been working hard on developing systems of centre management and administration as well as learner induction and monitoring

POLICY COMMITMENT/SUPPORT: Ministry of Education

PLANS FOR GOING TO SCALE:
Focus on: extensive zonal development with the National Centre playing a key role; the development of a specialized body of materials specially for speech training; continuing production of SAL; Extension of computer and video facilities as well as in service trainees; evaluation.

PROJECT PUBLICATIONS:
There are now about 1.000 pieces of materials produced in the form of audio-tapes, video materials, printed materials as well as computer assisted learning programmes (a bank of SAL materials has been developed)

0047

PROJECT TITLE: **Development of an Effective Learning System for the Improvement of Life, DELSILIFE**

COUNTRY: Malaysia

PROJECT TYPE: IGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Adult literacy; life skills; local teacher; community participation; out-of-school; rural areas; educational management

TARGET GROUPS: Communities in poor rural areas

OBJECTIVES: Improvement of life of the rural poor through self-reliance

INFORMATION ON LEARNERS: 82-84: project tested in selected pilot villages

RESPONSIBLE BODY: INNOTECH Regional Center for Educational Innovation and Technology

ADDRESS: Commonwealth Avenue, P.O.Box 207 Diliman Quezon City 1101

CONTACT PERSONS: Sutaria, Minda C., Dr., Director

WORKING LANGUAGES: English; Malay

DATE OF CREATION: 1980

DURATION: On-going

FUNDING SOURCES: Netherlands; Counterpart funding participating countries

PROJECT DESCRIPTION:
DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its own programme, depending on what the members themselves want to learn (irrigation, health, machinery maintenance, book keeping...). The group may invite resource persons to transfer specialized knowledge. Participatory and democratic principles are

essential factors in the intervention model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels: the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result.

BACKGROUND:
DELSILIFE was developed by the Regional Center for Educational Innovation and Technology, INNOTECH of the Southeast Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand, Indonesia and Malaysia from 1982-1984. The project was further developed in Thailand, the Philippines and Indonesia.

EVALUATIONS: INNOTECH; Evaluation is part of the DELSILIFE process.

WEAKNESS/RISK FACTORS: Programme depends on goodwill and voluntarism of people.

PROJECT PUBLICATIONS: Delsilife, An Educational Strategy to Fight Poverty, CESO Paperback No 9 (1990)

0036

PROJECT TITLE: **On-Site Teacher Education Programme.**

COUNTRY: Maldives

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Teacher management; teaching methods; local teacher; educational management; curriculum development; learning methods

TARGET GROUPS: Local teachers

OBJECTIVES:
To improve the quality of teaching in the country

INFORMATION ON LEARNERS: Local teachers

RESPONSIBLE BODY: UNICEF

ADDRESS:
Maaveyodhshuge, Maaveyo Magu, Male. Tel.: (960) 32-2017/-1565/-1566

CONTACT PERSONS: Musanna, Ahmad, Mr., Asst. UNICEF Representative.

WORKING LANGUAGES: English; Divehi

DURATION: On-going

FUNDING SOURCES: Governmental; UNICEF

PROJECT DESCRIPTION:
Visit by a teacher educator from the Institute for Teacher education (ITE) to a selected atoll to conduct situation analysis and determination of training needs of teachers in that atoll in consultation with the head teacher of the Atoll Education Centre (AEC) of the selected atoll. Return of teacher educator to ITE to formulate a detailed plan of action in consultation with in-service staff of ITE and Atoll Education Section of the MoE. Return of teacher educator to selected atoll to implement the formulated programme. A typical programme included the following: workshops on basic teaching skills and curriculum orientation for untrained teachers; workshops on teaching skills for specific subjects for trained teachers; visits and observation of teaching and learning in individual island schools; assistance in organising and implementing school-based in-service training.

STAFFING: Currently expatriates

POLICY COMMITMENT/SUPPORT: Ministry of Education, UNICEF

PLANS FOR GOING TO SCALE:
Recruitment and provision of a local counterpart (2 trained teachers from the Atolls) to work with the teacher educator. Additional funding. Expansion and local capacity building of ITE's in-service training. Establishing a permanent atoll-based teacher education programme

0037

PROJECT TITLE: **Improving National Education**

COUNTRY: Mongolia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
dropouts; access to education; teacher role; educational facilities; financial administration; curriculum development; teaching aids; teacher education; educational management; distance education

TARGET GROUPS: Teachers and students in the country

OBJECTIVES: To renew the present education system

RESPONSIBLE BODY: UNESCO Office

ADDRESS:
5-15-3 Jianguomenwai, Waijiaogongyu, Beijing 100600. Tel.:
(86-1) 532.1725/-2828, (86-1) 532.4854

CONTACT PERSONS: UNESCO Representative

WORKING LANGUAGES: English; Mongol

DURATION: On-going

PROJECT DESCRIPTION:
Mobile team of experts to assess the present educational conditions and to elaborate constructive recommendations; enrol Mongolia in UNESCO PROAP projects on urgent and priority issues; adapt other nations' innovations creatively in areas such as distance learning, English language teaching, etc.; organize training and retraining of teachers, educationist, and organize study visits.

BACKGROUND:
Student drop-out rate is increasing sharply (b) schools face closure; (c) experienced teachers are leaving schools because of low salaries; (d) educational curricula and strategies are out-dated; (e) learning-teaching materials are no longer relevant; (f) teacher retraining and training need upgrading; (g) materials to be used by learners and teachers need to be improved and increased; (h) the Mongol script has to be introduced as a matter of priority as it is becoming an official language; (i) there is a need to start teaching foreign languages, particularly English

POLICY COMMITMENT/SUPPORT: UNESCO PROAP

PLANS FOR GOING TO SCALE:
Renewal of the present education system in accordance with a market economy; ensure preparatory work on introduction and revision of the national Mongol script; introduction of effective training for drop-outs supported by research studies

EVALUATIONS: Too early for evaluations

0032

PROJECT TITLE: **Strong Beginnings**

COUNTRY: Nepal

PROJECT TYPE: NGO; IGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Early childhood; adult literacy; parent participation; school-community relationship; health services; rural areas; learning methods; life skills; self-instruction; educational management; local teacher; income generation; financial administration; motivation; enrolment of girls

TARGET GROUPS: Pre-school children and their parents

INFORMATION ON LEARNERS: Young children and parents

RESPONSIBLE BODY: Save the Children

ADDRESS:
54, Wilton Road, P.O.Box 950, Westport CT 06881, USA. Tel.: (203) 221 4000

CONTACT PERSONS: Wood, A.W., Director of Education

WORKING LANGUAGES: Nepali; other dialects

DATE OF CREATION: August 1991

DURATION: On-going

FUNDING SOURCES: Save the Children (SC); UNICEF; NGOs

PROJECT DESCRIPTION:
Strong Beginnings incorporates a strong accent on early childhood development (ECD) and brings together early childhood stimulation, parent education, adult education (literacy), and complementary community development activities to better meet the holistic needs of young children. ECD draws upon local people and local practice as the main resources in executing locally conceived plans. The program helps parents and community care givers living in poverty in various cultural settings invent, refine and sustain community-based, low-cost, effective child development activities. Tailored to a wide variety of physical and cultural settings, these various activities will help families understand what they can do to meet the young child's development needs. ECD activities of this type address the physical, cognitive and psycho-social needs of children.

STAFFING: Local

POLICY COMMITMENT/SUPPORT:
Support from the Government; UNICEF; SC; NGOs; University of Massachusetts

PLANS FOR GOING TO SCALE:
After the 4 pilot projects (Thailand, the Philippines, Costa Rica, and Nepal) further field visits have brought to light the potential of developing strong programs in Mali, Middle East Region, Zimbabwe, Bolivia, and Colombia. Development of materials on literacy.

EVALUATIONS:
91/92 has taken the form of an assessment of the projects feasibility within SC's established program.

PROJECT PUBLICATIONS: A baby book project is being launched; journal for "neo-literates"

0040

PROJECT TITLE: **Education for Rural Development through Effective Primary Education System**

COUNTRY: Nepal

PROJECT TYPE: Government

TARGET GROUPS: Rural schools and communities

OBJECTIVES: Raise quality of education in rural areas

CONTACT PERSONS:
UNESCO PROAP, Prakanong Post Office, Box 967, Bangkok 10110, Thailand. 66-2-3910880

DATE OF CREATION: 1992

DURATION: On-going

PROJECT DESCRIPTION:
Clustering of a 10-15 neighbouring schools, with one resource centre school for training and mutual assistance; b) short term training for cluster school teachers in pedagogy and school management; c) school performance used as incentive by distribution of seeds, school latrine building, tree plantation, etc; d) conducting non-formal education classes for girls, out-of-school children and adults; e) school building/renovation programme with community sharing the cost of construction renovation.

PLANS FOR GOING TO SCALE:
Establishment of school clustering on a nation-wide scale,; adoption of payment-by-results and cost sharing in school construction; organization of clusterwide short term teachers' training

IMPACT:
The cluster-based short-term teacher training has been effective; payment by results in school construction and literacy classes has been very effective; the development work done by the teachers had positive effect on the school community

SOURCES:
Thirteenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development, Final Report, PROAP, 1992

0022

PROJECT TITLE: **BEFARe-Basic Education for Afghan Refugees**

COUNTRY: Pakistan

PROJECT TYPE: IGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Refugee children; access to education; educational quality; adult literacy; teacher education; teaching methods; out-of-school; life skills

TARGET GROUPS: Afghan refugees in Pakistan

OBJECTIVES: To improve the quality of education for children and adults

INFORMATION ON LEARNERS:
Educational support to 350 schools; textbooks to 50,000 students; will train 1,000 teachers per year and give intensive training to 100 teacher trainers/supervisors. Non-formal education for 55,000 refugee women; Pashto courses to 4,700 so far.

RESPONSIBLE BODY: Commissioner Afghan Refugees, Peshawar and German Agency for Technical Cooperation (GTZ)

ADDRESS:
University P.O. Box 1481, Peshawar, Pakistan. Tel.:0092/521/840631, Fax: 0092/521/841047. Office: S Tatara Road, Rahatabad, Peshawar

MANAGER: Hirth, Michael, Dr, Deputy Director

WORKING LANGUAGES: English; Pashto

DATE OF CREATION: October 90

DURATION: 1992-1994

FUNDING SOURCES: German Agency for Technical Co-operation (GTZ)

PROJECT DESCRIPTION:
BEFARe is aiming at the improvement of basic education for children (formal education) and for adults (non-formal education), including the training of instructors and teachers on

several levels through: teacher training; production of teaching materials including teacher training modules and cassette-cum-flipchart course in child care; literacy skills and child care awareness; educational staff prepared to meet problems stemming from repatriation; management capacity building activities. The basic pedagogical intention is child-centred teaching. Workbooks, charts and primers are produced for the subjects of Pashto and mathematics for grades 1 to 3. They have been tested and improved. More teaching materials for neo-literates at various levels are being produced.

POLICY COMMITMENT/SUPPORT:
Governments of Federal Republic of Germany and the Islamic Republic of Pakistan

PLANS FOR GOING TO SCALE:
In the present phase when one million refugees have left Pakistan the project is mainly interested in increasing the quality of its programmes. The project has been requested to move its activities to Afghanistan.

WEAKNESS/RISK FACTORS:
A further expansion of the primary school activities in refugee camps is at present not seen as the main purpose of the project, since one million refugees have left Pakistan. BEFARe has to wait for explicit political decisions between the two governments before it can start to work on a larger scale or on a regular basis inside Afghanistan.

0045

PROJECT TITLE: **Field-Based Teacher Development Programme (FBTD)**

COUNTRY: Pakistan

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
teacher education; learning time; educational quality; access to education; enrolment of girls; rural areas; learning methods; life skills; student participation;

TARGET GROUPS:
Untrained and trained teachers working in Government of Pakistan and Aga Khan Education Service schools

OBJECTIVES:
To improve the quality of basic education in the Northern areas and Chitral District of the Northwest Frontier Province of Pakistan.

INFORMATION ON LEARNERS:
The FBTD has trained 405 trainees for the Primary Teaching Certificate and thousands have

received refresher courses. In Chitral, 150 teachers received training (including 21 female teachers). In 1992/93 another 20 trainees were under training in 2 centres for primary teacher certification as well as 9 male teachers who are the first batch of trainees who will get a certified teachers exam for middle schools

RESPONSIBLE BODY: Aga Khan Education Service

ADDRESS:
P.O. Box 435, 1211 Geneva, Switzerland. Tel:41-22-7360344, Fax:41-22-7360948

MANAGER: Ms. F. Bhatti/Abdul Ghafoor (Assistant Project officer)

CONTACT PERSONS: Mr Jeremy Greenland, Programme Officer, Education, AKF, Geneva

WORKING LANGUAGES: English; Urdu

DATE OF CREATION: 1984

DURATION: On-going

FUNDING SOURCES:Commission of the European Communities/Chitral; Different agencies

COST DATA: 40.000 PKR per trainee/appr

PROJECT DESCRIPTION:
This is a primary (1-6) & middle school (6-8)project aimed at improving basic education by advocating a child-centred teaching approach & reducing the no. of untrained teachers. Guidelines followed include: Monitoring training centres & trainees;Preparing Master Trainers by exposing them to progressive teaching methods & lesson prep via manuals; Revising: manuals, structure & content of refresher training courses(in 1990, refresher courses concentrated on teaching techniques for 2 schools & in 1992,teaching of Urdu and Mathematics, Teachers nominated as Assistant Master Trainers train other teachers in these courses); Training Learning Supervisors(since 1989, the number has increased from 5 to 18, Quarterly meetings with Learning Supervisors & Project Team are attempted); & Establishing a resource centre in Gilgit (1991). Project extended in 1991 to the training of unqualified middle-school teachers (classes 6-8) in Chitral.

BACKGROUND:
The Field Based Teacher Development (PBTD) Programme started in 1984 in Gilgit, Northern Areas, and was extended to Chitral, Northwest Frontier Province (NWFP) in 1988. The Aga Khan Education Service (AKES) is the largest private network of education institutions in Pakistan. Most of the AKES schools operate in the Northern Areas and in Chitral. Around 180 schools in these parts of Pakistan cater mainly for female students, because education for boys is provided by the government. Due to the poor quality of education delivered in these schools children showed low learning achievement. Main

causes were rigid methods of classroom instruction used by mainly untrained or badly trained teachers.

STAFFING:
In Chitral five educationist are responsible: a Senior Education Officer, an Assistant Project Officer and an Academic Advisor (AKES) and District Education Officer and Subdivisional Education Officer (Government)

POLICY COMMITMENT/SUPPORT: AKES/Government

PLANS FOR GOING TO SCALE:
The remaining untrained primary teachers in government primary and middle schools and AKES schools will be trained

EVALUATIONS:
1989/90: Officials of the Aga Khan Education Service (AKES) and Commission of the European Communities 1992: AKES-Chitral & Gilgit project officers & gov't officials, Directors for Primary & Secondary Education, (NWFP) Head of the Chitral Project-Ms. F. Bhatti 1992: Debriefing meeting at Commission of Eur. Communities in Islambad, Bude 1992, Field-Based Teacher Development Programme, Education, Science and Documentation Centre, ZED, Bonn

WEAKNESS/RISK FACTORS:
Bude: The selection training and monitoring of learning supervisors should be reconsidered. In order to prevent teachers after exposure to FBTD methods from falling back into the old habits of mainly forcing pupils to memorize texts from books, the assessment exercises could be expanded. The learning of Urdu as a second language is still to be solved.

IMPACT:
The FBTD Programme has initiated positive changes in classroom teaching in primary schools in the district

PROJECT PUBLICATIONS:
Bude, Udo 1992, Field-Based Teacher Development Programme, Education, Science and Documentation Centre, ZED, Bonn

SOURCES:
Bude, Udo (1992), Field-Based Teacher Development Programme, Education, Science and Documentation Centre, ZED, Bonn

0012

PROJECT TITLE: **Tok Ples Pre Schools**

COUNTRY: Papua New Guinea

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Early childhood; learning improvement; local language; rural areas; school community relationship

TARGET GROUPS: Primary and pre-primary school children (7-8 years of age)

OBJECTIVES: To prevent early drop-out

INFORMATION ON LEARNERS: Provinces: North Solomons: 27 schools. Enga: 32 schools

RESPONSIBLE BODY: Provincial Government

ADDRESS:
University of Papua New Guinea Box 320 University P.O., Papua New Guinea. Tel: 675-260900, Fax:675-267187

CONTACT PERSONS: Professor Beatrice Avalos

WORKING LANGUAGES: English; Tok Ples; Enga

DATE OF CREATION: 1980

DURATION: On-going

FUNDING SOURCES: Provincial Government

PROJECT DESCRIPTION:
This project has created a system of education preparatory to grade 1 for children of 7 and 8 years of age and thus raised the primary school entry age by two years. This was intended to help solve the problem of children leaving school at an age when they were still too young to make any meaningful contribution to the community, especially in physically demanding agricultural activities. The project provides literacy for children in the mother tongue and provides an early education for the children in their own customs, culture and traditional values, as well as other pre-school skills which help children to do well in primary school. This is a community based innovation; children spend two years in the schools taught by local community members, the majority of whom are Grade 6 leavers with several months of basic training.

BACKGROUND:
Research indicates that North Solomons people want their children educated both in their indigenous languages (tok ples) and English as a means of integrating the past with modern developments

POLICY COMMITMENT/SUPPORT:
Provincial government. Also support from the University of Papua New Guinea, as well as from the Summer Institute of Linguistics.

PLANS FOR GOING TO SCALE: Project has expanded from North Solomons province to several other provinces

EVALUATIONS:
Report on the Evaluation of the North Solomons Tokples skuls, Ahai Naihuwo; An evaluation of the Vilis Tokples Skul Scheme in the North solomons Province, Report No 51, University of Papua New Guinea

WEAKNESS/RISK FACTORS:
Financial constraints: Teacher training and materials production have not taken place. Inspectoral visits by co-ordinators were infrequent. Administration has not been as efficient as expected. Difficulty to recruit and maintain the right personnel. Lack of bridging in community schools is a serious concern. Recent observations indicate that mother tongue literacy skills are not fully enhanced at community schools. Some pupils have been observed to lose the ability to read in their mother tongue because the lack of follow-up in community schools.

IMPACT:
The overall findings of the evaluations indicate that this project is viable and has enhanced the quality of life in rural communities. Children attending enjoy a distinct educational advantage. The tok ples writing of children in several schools was found to be comparable with advanced Grade 1 and 2 pupils in the United States. Their literacy skills also seem to transfer to English.

PROJECT PUBLICATIONS:
Papua New Guinea Department of Education, Proceedings of National Seminar on Community-Based Education, Port Monesby, 1989.

0002

PROJECT TITLE: **Parent Learning Support System, PLSS**

COUNTRY: Philippines

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Dropouts; repetition rate; educational quality; rural areas; socially disadvantaged children; school-community relationship; learning time; out-of-school

TARGET GROUPS: In-school children, 7 to 12; parents and community members

OBJECTIVES:
To raise achievement levels of pupils and the quality of education in schools through mobilization of parents and community members.

INFORMATION ON LEARNERS:
Experimental and development implementation of the PLSS in Leyte Province and Quezon City

RESPONSIBLE BODY: Bureau of Elementary Education (BEE), Department of Education, Culture and Sports (DEC)

ADDRESS: NETRC, Meralco Ave, Pasig Metro Manila, Philippines

MANAGER: Dr Mona Valisno

CONTACT PERSONS: Dr Catalino P. Rivera, Chief education programme specialist for research and evaluation

WORKING LANGUAGES: English; Philippino

DURATION: On-going

FUNDING SOURCES:
Government; UNESCO APEID; School district office; Parent-teacher group

COST DATA: Existing resources of the school (financial, materials, human resources)

PROJECT DESCRIPTION:
The Parent Learning Support System, PLSS, is an innovative mechanism for active participation of family and community members in teaching-learning in elementary schools in the Philippines. With guidance from teachers, groups are formed to assist and monitor the performance of school children. Operationally, the PLSS is a grass-roots strategy which represents the collective effort in co-ordinating with the principal and teachers. The strategy used to raise the achievement levels of pupils consists in a preliminary survey to determine socio-economic status of the parents, study habits and out-of-school activities of each pupil and in individual tests to establish academic profiles. Parent education seminars are held to strengthen the ability of parents to support their children. Close contacts between teachers, parents and pupils are maintained throughout the year. The school administrator acts as overall co-ordinator and manager of the PLSS. The activities in each of the PLSS classes is the responsibility of the teachers and parents. Teachers play a lead role in helping direct parents' participation in key activities.

BACKGROUND:
The involvement of the home and community in education pre-dates formal schools and is a characteristic feature of Filipino life. The actual basic education system in the country includes pre-school education, which is not compulsory and not generally free; six years of

elementary education (ages 7-12) and four years of secondary education. Elementary and secondary education are provided free. Pupil performances, however, have been discouragingly low. Around 35 pupils out of every 100 who start grade I do not complete elementary education after six years. Research on pupil achievement shows that school children completing grade IV have learned only two-thirds of what should be learned after four years in school. On average those completing grade VI could answer only 55 per cent of the national achievement tests. This low and under-achievement is coupled with a relatively high rate of grade repetition and a high incidence of drop-outs across grade levels. This may be the result of economic difficulties, where students have to miss classes to help their families to earn a living.

STAFFING: Existing staff in schools and school administrations.

POLICY COMMITMENT/SUPPORT: Government

PLANS FOR GOING TO SCALE:
The Department of Education, Culture and Sports, (DECS), convinced by the improvement registered by the schools which tried out the PLSS, has decided to implement the programme in all elementary schools in the country.

EVALUATIONS:
Periodic assessments of pupils' performances during the implementation period. Summative evaluation at the end of the school year. The programme has continuously demonstrated its ability to raise the achievement levels of pupils, cognitively and affectively.

WEAKNESS/RISK FACTORS:
Lack of parents' availability to participate in activities, financial problems, initial reluctance of teachers. Minimum conditions needed for the project: openness of the school system, democratic leadership, positive attitude of school personnel toward poor community members, willingness to dialogue actively also with unschooled parents; willingness of community and families to collaborate with school, strong association of parents and teachers. Flexible school organization. Availability of minimum physical resources. Regularity of parents' interaction.

IMPACT:
The most prominent gain the education system derived from the PLSS is the fostering of direct and strong relationships with the community and the families the schools serve. Thus the learning environment of children has significantly improved. Institutional changes are noticeable, such as school administrators being sensitized to the needs of families and communities where the pupils belong. The schools have given homes and community members many opportunities to make their particular contributions count.

BIBLIOGRAPHY:
"Collaborating for educational change: the role of teachers, parents and the community in school improvement", Sheldon Shaeffer (ed), Paris, UNESCO/IIEP (IIEP Research and Studies Programme: Increasing and Improving the Quality of Basic Education)

SOURCES:
"Collaborating for educational change: the role of teachers, parents and the community in school improvement" ed. by Sheldon Shaeffer. Paris, UNESCO/IIEP (IIEP Research and Studies programme: Increasing and improving the quality of basic education)

0021

PROJECT TITLE: **Accelerated Teacher Training for Cultural Communities, ATTCC**

COUNTRY: Philippines

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Teacher education; local teacher; access to education; rural areas; adult literacy

TARGET GROUPS: Children and adults in hard-to-reach areas

OBJECTIVES: To provide basic education in areas where there is a lack of teachers due to armed conflict

INFORMATION ON LEARNERS: 590 trainees -most of whom are women.

RESPONSIBLE BODY: Notre Dame Educational Association (NDEA)

ADDRESS: Sinsuat Avenue, Cotabato City, Philippines

CONTACT PERSONS: The Executive Director, NDEA

WORKING LANGUAGES: English; Philippino

DATE OF CREATION:1978

DURATION: 1992/4

FUNDING SOURCES: UNICEF; The Canadian International Development Agency; Gov. funding.

PROJECT DESCRIPTION:
The Accelerated Teacher-Training for Cultural Communities involves recruitment and training of trainees from cultural communities who are expected to go back to teach in their own communities. The Teacher Training Curriculum is a 26-month (compared with the regular four years) course in Bachelor of Science in Elementary Education, major in teaching in culturally pluralistic setting. The project is implemented by a private educational institution. The project graduated 590 trainees (most of whom are women) out of whom 94 per cent

passed the Philippines Board Examination of Teachers. Many of the graduates are hired by the government and some private missionary groups to teach in remote mountain and island villages while some are involved in voluntary community work in remote areas.

BACKGROUND:
The project responds to the problem of lack of teachers in remote areas in Mindano (Southern Philippines) dues to armed conflicts

STAFFING: The project is implemented by a private educational institution.

POLICY COMMITMENT/SUPPORT:
The Dept. of Education has accredited the programme and committed itself to the hiring of its teachers-graduates where there are vacant teaching positions. The Government needs to provide direct support to the training of teachers in terms of scholarship funds for trainees from poor cultural communities.

PLANS FOR GOING TO SCALE:
The government is exploring possibilities of reviving the project after the phase-out of external assistance in April 1992.

WEAKNESS/RISK FACTORS:
Doubts about the thoroughness of the two years preparation of ATTCC graduates since the normal time spent on a teachers degree is 4 years. Problem as to funding of the project in the future.

PUBLICIZING: Promotional video: "Learning to Learn".

0023

PROJECT TITLE: **NODROPS-EFA (LS-EFA)**

COUNTRY: Philippines

PROJECT TYPE: IGO

MAIN EDUCATIONAL PROBLEM TACKLED:
dropouts; curriculum development; learning time; teaching aids; educational quality; parent participation; life skills; learning methods

TARGET GROUPS: Primary school children

OBJECTIVES: To prevent drop-out and repetition

INFORMATION ON LEARNERS: Young children and parents

RESPONSIBLE BODY: INNOTECH

ADDRESS: University of the Philippines, P.O. BOX 207, Diliman, Quezon City 1101. Tel.: 982591

CONTACT PERSONS:
Barsaga, Eligio, Dr., Process Director; Veniegas, Ophelia P., Dr., Associate Research Specialist

WORKING LANGUAGES: English; Philippino

DATE OF CREATION:1991

DURATION: On-going

FUNDING SOURCES: INNOTECH, DECS-Philippines (BEE), and IDRC

PROJECT DESCRIPTION:
Development of a system to prevent school drop-outs and ability to monitor/identify potential drop-outs and the essential learning curriculum. As part of the project division superintendents, heads of schools, and teachers from 6 pilot schools attended the Consultative Meeting.

STAFFING: School based project staff.

PLANS FOR GOING TO SCALE: 1991-92:. development to other regions.

EVALUATIONS:
1992/4 on Consultation Meeting between the project funders. Workshop on "Meeting the needs of potential School Learners".

PROJECT PUBLICATIONS:
The project aims at preparing prototype teaching-learning materials/exercises. Idea papers during evaluation/Consultative Committee in 1992.

0024

PROJECT TITLE: **Non-Formal Education, NFE/Female Functional literacy, FFL**

COUNTRY: Philippines

PROJECT TYPE: Government; NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
self instruction; teaching aids; early childhood; health services; rural areas; out-of-school;

learning methods; educational quality; educational management

TARGET GROUPS: Parents, particularly mothers

OBJECTIVES: To provide parents with skills and knowledge, attitudes and values necessary to their childrens' survival, protection and development

INFORMATION ON LEARNERS: 12.000 women in 7 ABCSDP areas.

RESPONSIBLE BODY: Bureau of Nonformal Education, Dept. of Education, Culture, and Sports

ADDRESS: U.L. Complex Meralco Avenue, Pasig Metro Manila, Philippines

CONTACT PERSONS: Cruz, Leonardo de la, Dr., Director IV,

WORKING LANGUAGES: English; Philippino

DATE OF CREATION:1988

FUNDING SOURCES: UNICEF

PROJECT DESCRIPTION:
The project involves capacity building through training of trainers (at national, regional and provincial levels). The training provides trainers with introduction to Non-Formal Education methods. This knowledge will provide guidelines for interagency collaboration. The FFL/PE materials are linked with literacy and numeracy skills in an effort to demonstrate to learners how basic literacy skills can enhance their ability to take action on health/nutrition and other messages basic to survival, protection, and development. The project was launched with the assistance of a consultant from World Education, hired by UNICEF. The consultant supervised the organization of a national inter-agency core group of FFL trainers who produced a facilitators guide and a primer to be used at the provincial level.

BACKGROUND:
The undertaking of this project is one of the strategies adopted for the eradication of illiteracy in the country by the year 2000. It is incorporated in the umbrella project CPC III-Education for All, which integrates all education initiatives in the ABCSDP and Urban Basic Services Programme Areas. Of primary importance to project implementation are the area-based FFL/PE materials which are developed in a series of workshops bringing together

POLICY COMMITMENT/SUPPORT:
Support from the following institutions: UNICEF; Dept. of Agriculture; Dept. of Social Welfare and Development; Dept. of Interior Local Govt; Dept. of Health; Bureau of Nonformal Education-Dept. of Education, Culture, and Sports; ngo's.

EVALUATIONS:
In 1992 a rapid appraisal of the project revealed that graduates have acquired reading, writing, and arithmetic skills equivalent to various primary grades. Enrollees have high completion rate and even males have started to participate in the project.

WEAKNESS/RISK FACTORS:
Support to facilitators. The need to expand to post-literacy activities. Lack of resources to further development and produce local learning materials.

PROJECT PUBLICATIONS: FFI/PE materials developed in a series of workshops.

0025

PROJECT TITLE: **Strengthening the Teacher-Child-Parent Approach in the School: Health and Nutrition Project**

COUNTRY: Philippines

PROJECT TYPE: NGO; Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Health services; rural areas; early childhood; parent participation; school-community relationship; teacher role; educational quality; learning methods; life skills; self-instruction

TARGET GROUPS: Primary school children, their teachers and their parents

OBJECTIVES:
The project aims at improving the nutrition and status of school children in selected depressed and underserved urban and rural areas.

INFORMATION ON LEARNERS: Children and parents in underserved areas

RESPONSIBLE BODY: Nutrition Centre of the Philippines

ADDRESS: South Superhighway, Nichols Interchange, Makati, Metro Manila

CONTACT PERSONS: Solon, Florentino, Dr., Executive Director.

WORKING LANGUAGES: English; Philippino

PROJECT DESCRIPTION:
The project is a comprehensive package of services which include the integration of nutrition messages in the primary school curriculum; supplementary feeding of moderately and severely underweight schoolchildren and intensified promotion of health and environmental sanitation practices. The project also promotes bio-intensive gardening to increase food

production in schools and through community gardens. The incorporation of nutrition messages in the curriculum is carried out by distributing to teachers a series of tested instructional materials as a guide. A set of pupil-parent materials (workbook) is a tool to monitor how messages are put into practice by the families.

BACKGROUND:
In underserved areas, infant mortality ranges from 95 to 110 per 1,000 live births and disease and malnutrition are prevalent. The strengthening of the nutrition component in these areas using the school as a medium is expected to bring about improvement in health and nutrition conditions of the most needy.

PLANS FOR GOING TO SCALE:
The pilot phase of the TCP project has been expanded to some 11 provinces of the country. Furthermore the project has gone international: trainers from the Nutrition Centre have provided technical assistance to western pacific countries and also received fellows on training

EVALUATIONS:
A study concerning a sample of 47 schools, 146 teachers, and 3345 school child-mother pairs in 3 survey-periods showed that TCP was effective in increasing the level of health and nutrition programme implementation and in improving the knowledge, attitude, and practices of school children and their mothers

PROJECT PUBLICATIONS: Workbook materials

0035

PROJECT TITLE: **Strong Beginnings**

COUNTRY: Philippines

PROJECT TYPE : IGO; NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Early childhood; adult literacy; parent participation;school-community relationship; health services; rural areas; learning methods; enrolment of girls; life skills; self-instruction; educational management; local teacher; income-generating activities; financial administration; motivation

TARGET GROUPS: Pre-school children and their parents

RESPONSIBLE BODY: Save the Children

ADDRESS: 54, Wilton Road, P.O.Box 950, Westport CT 06881, USA. Tel.: (203) 221 4000

CONTACT PERSONS: Wood, A.W., Director of Education

WORKING LANGUAGES: English; Philippino

DATE OF CREATION: August 1991

DURATION: On-going

FUNDING SOURCES: SC; UNICEF; NGOs; DSWD

PROJECT DESCRIPTION:
Strong Beginnings incorporates a strong accent on early child development (ECD) and brings together early childhood stimulation, parent education, adult education (literacy), and complementary community development activities. SC adheres to the nationally-determined curriculum, but focuses on women's literacy activities and child care. SC has collaborated with DSWD in repairing the physical structures and in upgrading local staff in daycare/community centres in slum areas of Metro Manila and in extending Filipo ECD policy and services. SC has organized an alliance to explore and promote various forms of workplace-related child care services. Based on extensive consultations, a flexible range of options is being identified. SC has convened an interagency network to introduce and refine existing ECD programmes, and to encourage expansion of existing services

STAFFING: Local

POLICY COMMITMENT/SUPPORT: Governmental;SC;UNICEF;NGOs

PLANS FOR GOING TO SCALE:
After the 4 pilot projects (Thailand, Costa Rica, the Philippines, and Nepal) further field visits have brought to light the potential of developing strong programs in Mali, Middle East Region, Zimbabwe, Bolivia, and Colombia. Pilot activities in conjunction with local factories in 1993.

EVALUATIONS: 91/92 has taken the form of an assessment of the projects feasibility within SC's established programme

0048

PROJECT TITLE: **Development of an Effective Learning System for the Improvement of Life, DELSILIFE**

COUNTRY: Philippines

PROJECT TYPE: IGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Adult literacy; life skills; local teacher; community participation; out-of-school; rural areas; educational management

TARGET GROUPS: Communities in poor rural areas

OBJECTIVES: Improvement of life of the rural poor through self-reliance

INFORMATION ON LEARNERS: 82-84: project tested in selected pilot villages

RESPONSIBLE BODY: INNOTECH

ADDRESS: Commonwealth Avenue, P. O. Box 207 UP Diliman Quezon City 1101, Philippines

MANAGER: Regional Centre for Educational Innovation and Technology, INNOTECH

CONTACT PERSONS: Sutaria, Minda C., Dr., Director

WORKING LANGUAGES: English; Philippino

DATE OF CREATION:1982

DURATION: On-going

FUNDING SOURCES: Netherlands; counterpart funding participating countries

PROJECT DESCRIPTION:
DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its own programme, depending on what the members themselves want to learn (irrigation, health, machinery maintenance, bookkeeping,...). The group may invite resource persons to transfer specialized knowledge. Participatory and democratic principles are essential factors in the intervention model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels: the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result.

BACKGROUND:
DELSILIFE was developed by the Regional Centre for Educational Innovation and Technology (INNOTECH) of the Southeast Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand, Indonesia and Malaysia from 1982-1984. The results were so encouraging that 3 countries decided to disseminate the system on a wider scale. DELSILIFE

has been integrated with the non-formal education programmes of the Ministries of Education in the Philippines, Thailand and Indonesia

POLICY COMMITMENT/SUPPORT:
Philippines Dept. of Education, Culture and Sports uses DELSILIFE to implement non-formal education

PLANS FOR GOING TO SCALE:
In 1986-89: dissemination strategies were developed and the project was implemented on wider scale in the Philippines, Indonesia and Thailand.

EVALUATIONS:
INNOTECH; Evaluation is part of the DELSILIFE process. As of Aug. 1989 Philippines had 105 DELSILIFE new sites. One indication of the project's success is that it continues and is sustainable. The number of DELSILIFE communities continue to increase.

WEAKNESS/RISK FACTORS: Programme depends on goodwill and voluntarism of people.

PROJECT PUBLICATIONS:
Delsilife, An educational strategy to fight poverty, CESO paperback No. 9, (1990), Boeren, Kater, (eds)

0063

PROJECT TITLE: **Paaralang Pang Tao (The Humane School)**

COUNTRY: Philippines

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED: street children; access to education; school-community relationship; local teacher

TARGET GROUPS: Out-of-school children and others in need of education

OBJECTIVES: To provide basic education through alternative methods, mainly drama

INFORMATION ON LEARNERS: There are about 10,000 persons in Baranggay Payatas

RESPONSIBLE BODY: Paararalang Pao Tao

ADDRESS:
No 31 Antoinette Street, Parkway Village, San Francisco del Monte, Quezon City, Philippines, Fax:(662) 361 44 80

MANAGER: Mr Bing Baguioro

DATE OF CREATION:1989

DURATION: On-going

FUNDING SOURCES:
Urban Basic Services Programme of Quezon City; Income-generating activities; Dumpsite Neighbourhood Organization; Children's Laboratory for Drama in Education; Voluntary contributions

COST DATA: The volunteers are paid US4$/week

PROJECT DESCRIPTION:
Paaralang Pang Tao is the community's own school, open day and evening. Parents are involved through the Dumpsite Neighbourhood Organization (DNO), and participate in financing and running of project. Educational equipment is made by parents with materials from the dumpsite. A "facilitator" (often mothers or young people who completed high school) helps students to study, take the responsibility for their learning and monitors their achievement. The basic education curriculum emphasizes humanistic activities, social interaction and communication. Children at the age of 12-13 years are assumed to be ready to take the Philippine Educational Placement Test (PEPT). Drama is the core teaching/learning method. The Children's Laboratory for Drama in Education (one of the project founders) organizes drama training workshops, which are a main source of revenue to cover staff costs.

BACKGROUND:
The Paaralang Pang Tao is the product of a collaboration between two organizations: the Dumpsite Neighbourhood Organization and the Children's Laboratory for Drama in Education (Children's Lab), a cultural organisation that has developed street-based activities since 1982. The purpose was to offer an alternative to the formal school system and to counter the high drop-out rates in the area. The DNO is a people's organization set up to defend the interests of this population.

STAFFING:
Currently one project manager/trainer, one finance officer/street educator, one project co-ordinator and four voluntary facilitators.

WEAKNESS/RISK FACTORS:
Uncertain funding, and difficulty to rely on voluntary contributions for very long. Can a pedagogical system based on drama in education be generalized and implemented by people without basic theatrical experience?

PROJECT PUBLICATIONS:
Parents' Primer (describes the curriculum for the parents)

SOURCES:
Draft of "Working with Street Children", to be published by UNESCO in 1994

0064

PROJECT TITLE: **Community of Learners Foundation**

COUNTRY: Philippines

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; early childhood; educational quality; access to education; adult literacy; teacher education; school-community relationship; working children; disabled children

TARGET GROUPS:
In-school and pre-school children (2 to 15 years of age); parents, community members, teachers, social workers

OBJECTIVES:
(1) to develop and implement educational programmes for children, young people, and adults; (2) to train adults working in community-based programmes, the ultimate goal being to empower them to meet to the children's basic needs.

INFORMATION ON LEARNERS:
Currently 500 children at Quezon City; 200 at the Tramo Centre and 190 from six urban poor communities of Metro Manila, six rural communities or from two re-settlement areas (Aeta communities affected by the Eruption of Mount Pinatubo).

RESPONSIBLE BODY:
Community of Learners Foundation

ADDRESS: No 1 Castilla Street, Quezon City, Philippines

MANAGER: Mrs Feny de Los Angeles Bautista

DATE OF CREATION:1983

DURATION: On-going

FUNDING SOURCES:
Save the Children (UK); tuition fees (mainly)

COST DATA:
US$60,000 (PP200,00) to start the project.

PROJECT DESCRIPTION:
The "School for Children" serves as a demonstration school as well as a training centre for adults. The educational programmes are learner-centred, socially and culturally relevant and build on the interaction between the family and the community. The teaching/learning methods are inter-active, with curiosity being considered the best way to learn. The students are deliberately recruited from diverse socio-economic backgrounds. Boys and girls study together, as well as different age-groups and children with special needs. Two courses called "man" and "look at the world" are guiding principles for the curriculum. (2) The COLF's training programme designed for parents, teachers, and community development workers includes experience of working with adults in the Foundation's community-based programmes. Innovative methods, such as catering for the special needs of adults as learners are being used. The final result of COLF's programme is to train all community members as potential educators and development workers.

BACKGROUND:
The Foundation was established in 1983 by a group of young teachers from the Department of Family Life and Child Development (University of the Philippines). From the beginning, the Community of Learners Foundation (COLF) has served as a resource centre for teachers, social workers, community development workers, health workers who had no access to other schools. Its methods are influenced by the Bank Street College of Education (New York) (pioneers of the progressive education), by J. Piaget and Erik Erikson, as well as by J. Dewey and Paolo Freire.

STAFFING:
Regular staff of each centre: about 46 persons including 4 to 20 volunteers.

PLANS FOR GOING TO SCALE:
COLF is extending educational programmes for children and adults in urban and rural communities beyond Metro Manila and in other parts of the Philippines.

EVALUATIONS:
COLF's educational strategies have been recognized as viable alternatives for working with street children. In 1986, COLF has been asked to provide training programmes to social workers involved in street children programmes run by the Department of Social Welfare and Development.

BIBLIOGRAPHY:
" Working with Street children" to be published by UNESCO in 1994.

SOURCES:
Draft of "Working with Street Children"

0065

PROJECT TITLE: **Bahay Tuluyan Programme for Street Children of Malate**

COUNTRY: Philippines

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED: street children; vocational training

TARGET GROUPS: Street children

OBJECTIVES: To make street children feel that they have a value and an identity

INFORMATION ON LEARNERS:
Between 100 and 200 children: boys and girls, victims of abuse, exploitations and drugs.

RESPONSIBLE BODY: Our Lady of Remedies Parish Centre

ADDRESS:
Ground Floor Carolina, Manila, Philippines

MANAGER: Arriola, Nicanor B., Mr

DATE OF CREATION:May 1988

DURATION: On-going

FUNDING SOURCES: Donations

PROJECT DESCRIPTION:
The project provides alternative education (basic education, artistic education, musical education, English, typing, sewing...) and social sciences, so as to provide the children with the feeling that they are good Philippino citizens. The project works in an evangelic spirit.

STAFFING:
8 staff and 10-15 educators.

SOURCES:
UNESCO street children project survey

0066

PROJECT TITLE: **Street Teaching, Alternate Remedial Training, START**

COUNTRY: Philippines

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED: street children; access to education

TARGET GROUPS: Children 7-to 15-years old

OBJECTIVES:
Provide non-formal education to out-of-school children

INFORMATION ON LEARNERS: 36 children

RESPONSIBLE BODY: Concordia Children's Service

ADDRESS:
P.O. Box 2983, 1099 Manila, Philippines

MANAGER: Caces, Elizabeth, Executive Director

DATE OF CREATION:1990

DURATION: On-going

PROJECT DESCRIPTION:
The project provides basic education through non-traditional methods, so as to enable the children to enter the formal school system

STAFFING: 2 full-time teachers; 1 cook; 2 part-time social workers

0068

PROJECT TITLE: **Street Children Project**

COUNTRY: Sri Lanka

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; early childhood

TARGET GROUPS:
Pre-school children (from 2 years of age)

OBJECTIVES:
To assist parents of street children in providing for them

INFORMATION ON LEARNERS:
350 children

RESPONSIBLE BODY:
Save the Children Fund (UK)

ADDRESS:
10, Ward Place, Colombo 7, Sri Lanka, Fax:94-1685372

MANAGER:
Abel, Christine, Field Director

DATE OF CREATION:
December 1986

DURATION:
On-going

FUNDING SOURCES:
Save the Children; Government

PROJECT DESCRIPTION:
The project aims at strengthening families so that they can cope with their children. It provides vocational training to parents, so that they can get a job and a sufficient salary to provide for their children. The project also offers pre-school activities and prepares children to enter the formal school system.

STAFFING:
21 persons

POLICY COMMITMENT/SUPPORT:
Government support

SOURCES:
UNESCO survey on street children projects

0062

PROJECT TITLE: **The Rainbow Project**

COUNTRY: Taiwan

TARGET GROUPS:
Young aboriginal girls and women

OBJECTIVES:
Avoid that young aboriginal girls be abused and/or sold

INFORMATION ON LEARNERS: 300-400 girls

RESPONSIBLE BODY: Presbyterian Church in Taiwan

ADDRESS: 58-1 Linyi Street, Taipai, Taiwan, Fax:886-2-341150

MANAGER: Chui, May, Mrs, Director

DATE OF CREATION: June 1986

DURATION: On-going

FUNDING SOURCES: Donations

PROJECT DESCRIPTION:
The project aims at educating young aboriginal girls so as to protect them against abuse. The girls are taught how their body functions, to be careful with strangers and to avoid certain parts of the city where slave trade may exist. The girls are given counselling and assistance in planning their future and finding a job.

0004

PROJECT TITLE: **School Clusters in Thailand**

COUNTRY: Thailand

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Educational systems; educational quality; socially disadvantaged children; rural areas; learning methods; educational management; teacher effectiveness; educational facilities; financial aids; community participation

TARGET GROUPS:
Primary schools: children, teachers, administrators and other staff

OBJECTIVES:
The administrative grouping of schools in clusters aims at improving school performances by sharing the educational resources and assisting teachers working from the low achieving schools in their tasks.

INFORMATION ON LEARNERS:
All the primary education schools are now integrated in the cluster system

RESPONSIBLE BODY:
Institute for the Development of Educational Administrators, Office for the Primary Education Commission (ONPEC)

ADDRESS: Raiking, Sampran Nakorn Pathom 73160, Thailand

MANAGER: Dr Somsak Suntarodom

CONTACT PERSONS: IIEP

WORKING LANGUAGES: Thai

DATE OF CREATION:1950

DURATION: On-going

FUNDING SOURCES: World Bank; Japanese government; Thai government

PROJECT DESCRIPTION:
School clusters represent a management strategy consisting in the grouping of six to ten schools from a given area. They encourage collaborative and participatory relationships within schools and between schools and their communities. By the late 80s, school clusters consisted of the following: a permanent cluster office, housed generally in the largest school (the core school), a cluster chairperson, two to three office staff, a resource centre and library, six academic cluster teachers and a cluster committee. Teachers' performances are stimulated by personal rewards and other incentives.

BACKGROUND:
In 1980, 69 percent of students completed primary school in Thailand, and this accomplishment occurred while Thailand's population was nearly doubling. Currently, 96 percent of any age cohort is enrolled in the primary education. But equality of access requires also a similar effort in increasing the education infrastructure. Poor student performance, ineffective teaching (including high rate of absenteeism among teachers) partially due to weak school administration were some of the consequences of the exponentially expanding of enrolment in primary schools at the start of the 1980th. But there were also other problems

which required attention, such as high repetition and drop-outs rates between grades IV and V. Many small schools in rural areas went up to only grade IV. To address these problems, a general policy of improving the resources for schools and the quality of primary schools has been implemented and a new law obliged all the schools to belong to a cluster, as this administrative structure appeared as the main tool for achieving these goals.

PLANS FOR GOING TO SCALE:
By the end of the 80s, clusters existed throughout the country. In 1986, a major change in regulations led to an expansion of responsibilities of cluster chairperson, the creation of cluster office and resource centre.

EVALUATIONS:
1987-1990: three field studies carried out as part of Thailand/BRIDGES project, a multi-year study of primary education in Thailand funded by USAID. A number of MA thesis have been written by Thai scholars (literature review by Chuaratanaphong, 1991)

WEAKNESS/RISK FACTORS:
Studies by Thai scholars are generally critical of cluster activity and suggest that cluster influence is less than what the government expects. While cluster activity can make a difference, their influence is limited in important respects. How much influence occurs is dependent on the receptivity on each individual school. Field studies suggest following conditions for good results: cluster office staff and academic cluster teachers have to actively pursue their responsibilities in the areas of accountability and capacity building initiatives; the district office has to support cluster activity in both areas, and principals have to be receptive to cluster initiatives

IMPACT:
There is an international school cluster movement, especially prominent in Latin America (Bolivia, Colombia, Ecuador, Guatemala, Honduras, Nicaragua, Panama and Peru). Elsewhere clusters have been introduced in Burma, India, Nigeria, Papua New Guinea, the Philippines and Sri Lanka (Bray, 1987). In Latin America, clusters are usually called "nucleos". Other names include "complexes", "zones" and "school learning cells".

PROJECT PUBLICATIONS:
Literature review of Thai clusters, Chuaratanaphong, 1991; BRIDGES Research Report Series No5; Several ONPEC publications; IIEP bibliography

BIBLIOGRAPHY:
In "Collaborating for educational change: the role of teachers, parents and the community in school improvement" ed. by Sheldon Shaeffer (IIEP Research and Studies Programme: Increasing and Improving the Quality of Basic Education). Paris, UNESCO/IIEP, 1992

SOURCES:
"Collaborating for educational change: the role of teachers, parents and the community in school improvement" ed. by Sheldon Shaeffer (IIEP Research and Studies Programme: Increasing and Improving the Quality of Basic Education). Paris, UNESCO/IIEP, 1992.

0013

PROJECT TITLE: **The Hill Areas Education Project**

COUNTRY: Thailand

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
adult literacy; minority groups; rural areas; curriculum development; community participation; teaching aids; access to education; local teacher; health services

TARGET GROUPS:
Ethnic minorities in remote areas

INFORMATION ON LEARNERS:
Pilot project in 44 villages for 1070 children and 1190 adults

RESPONSIBLE BODY:
Northern Region Nonformal Education Centre (NRNFEC)

ADDRESS:
Hill Areas Education Project Northern Education Region NFE Centre, Amphur Muang Lampang, Thailand. Tel:054-218-862

MANAGER:
Dr Usa Duongsaa Chiangmai NFE Centre, Chotana Rd., Mae Rim District Chiangmai, Thailand. 50180, 880-2-863495

WORKING LANGUAGES: English; Thai; Muser; Others

DATE OF CREATION:1984

DURATION: On-going

FUNDING SOURCES:
Royal Thai Government (Departments of Nonformal Education and Technical & Economic Cooperation and other agencies); United States Agency for International Development

COST DATA:
US$ 2,56 million (approx) including contributions in kind

PROJECT DESCRIPTION:
The Hill Area Education project originally was a five-year pilot project to develop and test a new non-formal primary education system designed to meet the needs of both adult and

child residents of the mountainous regions of northern Thailand. The project provides for the development of a joint child-adult primary education curriculum, teaching and learning materials, models for training teachers and other staff, a model for field-level supervision and a model for the monitoring of project operations. To ensure response to existing needs and conditions in the hill areas, the hill tribesmen themselves are closely involved in the development of the several project systems and components. Teachers, recruited by Non-Formal Department of the Ministry of Education are sent to live in the community and to set up an education centre, that also becomes a village development centre, and is constructed by the villagers.

STAFFING:
67 teachers (app. 30 per cent of whom are hill tribesmen themselves), 6 unit chiefs, 6 health officers and 6 agricultural officers

POLICY COMMITMENT/SUPPORT:
Governmental support through the Ministry of Education, the Ministry of Interior.

PLANS FOR GOING TO SCALE:
At the conclusion of the 5 year pilot phase, the Hill Areas Education Project has become a permanent programme of the Departments of Nonformal Education and Public Welfare

EVALUATIONS:
Programme evaluation is conducted at several levels: annual evaluations contracted to a Thai university, mid-point and final evaluations organized by USAID, village level evaluations conducted by field staff and villagers; and specific evaluations of major project activities

WEAKNESS/RISK FACTORS:
It still remains to be seen to what extent the project can enable the hilltribes to raise their standard of living and get jobs, as a result of their education.

PROJECT PUBLICATIONS:
Hill Areas Education Model, Dept of Public Welfare, Dept of Nonformal Education, Northern Nonformal Education Centre, 1983; Thailand's experiences in the Promotion of Literacy, Dept. of Nonformal Education, 1987; Gateway to the Hillfolks, Dept. of Nonformal Education, 1986. In 1994 a publication on the project will be issued in the series Education for All, Making it Work, UNESCO.

SOURCES:
Participants in activities in the project villages include all of the major hill tribes. Information by Charles Currin, UNICEF, Bangkok.

0033

PROJECT TITLE: **Strong Beginnings**

COUNTRY: Thailand

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Early childhood; adult literacy; parent participation; school-community relationship; health services; rural areas; learning methods; life skills; self-instruction; educational management; local teacher; income-generating activities; financial administration; motivation; enrolment of girls

TARGET GROUPS: Pre-school children and their parents

RESPONSIBLE BODY: Save the Children (SC)

ADDRESS:
54, Wilton Road, P.O.Box, 950, Westport CT 06881, USA. Tel.: (203) 221 4000.

CONTACT PERSONS: Wood, A.W., Director of Education

WORKING LANGUAGES: English; Thai; regional dialects

DATE OF CREATION: August 1991

DURATION: On-going

FUNDING SOURCES: UNICEF; SC; NGO

PROJECT DESCRIPTION:
Strong Beginnings incorporates a strong accent on early childhood development (ECD) and brings together early childhood stimulation, parent education, adult education (literacy), and complementary community development activities. The aim of the Thailand Field Offices (ThFO) 3 year project in integrated Early Childhood Development (IECD) is to improve the well-being of young children through enhancing the capacity of communities and families to care for children during transitional socioeconomic times. As current field office activities focus on improving the economic situation of rural Thai families, these programs can contribute to the economic sustainability of ECD activities. Nurturing indigenous childrearing approaches will be achieved by fostering community/parent involvement and responsibility

STAFFING: Local

POLICY COMMITMENT/SUPPORT: Governmental:SC:UNICEF:NGOs

PLANS FOR GOING TO SCALE:
After the 4 pilot projects (Thailand, the Philippines, Nepal, and Costa Rica), further field visits have brought to light the potential of developing strong programmes in Mali, Middle East Region, Zimbabwe, Bolivia, and Colombia

EVALUATIONS:
91/92 has taken the form of an assessment of the projects feasibility within SC's established programme

0049

PROJECT TITLE: **Development of an Effective Learning System for the Improvement of Life, DELSILIFE**

COUNTRY: Thailand

PROJECT TYPE: IGO/NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Adult literacy; Life skills; local teacher; Community participation; out-of-school; rural areas; educational management

TARGET GROUPS: Communities in poor rural areas

OBJECTIVES: Improvement of life of the rural poor through self-reliance

INFORMATION ON LEARNERS:
82-84: project tested in selected pilot villages.

RESPONSIBLE BODY: INNOTECH

ADDRESS:
Commonwealth Avenue, P.O.Box 207, UP Diliman, Quezon City 1101 PHILIPPINES

MANAGER:
Regional Centre for Educational Innovation and Technology, INNOTECH

CONTACT PERSONS:
Sutaria, Minda C., Dr., Director

WORKING LANGUAGES: English; Thai

DATE OF CREATION:1980

DURATION: On-going

FUNDING SOURCES: Netherlands; counterpart funding participating countries

PROJECT DESCRIPTION:
DELSILIFE is an educational strategy to fight poverty. It is based on small learning groups (5-15 persons) who live close to each other. Each group selects its own leader. The group then fixes its own programme, depending on what the members themselves want to learn (irrigation, health, machinery maintenance, bookkeeping, etc.) The group may invite resource persons to transfer specialized knowledge. Participatory and democratic principles are essential factors in the intervention model. Once a community has decided to adopt the approach, a management structure is set up with leadership at three levels: the learning group, the neighbourhood area and the community. Villagers elect leaders who are trained by the initiator. Completion of a learning programme usually results in the planning of a new programme based on needs identified by members. Small scale economic activities often develop as a result.

BACKGROUND:
DELSILIFE was developed by the Regional Centre for Educational Innovation and Technology, INNOTECH, of the South East Asian Ministers of Education Organization (SEAMEO). The learning system was piloted in four SEAMEO member states: The Philippines, Thailand, Indonesia and Malaysia. The results were so encouraging that 3 countries decided to disseminate the DELSILIFE system on a wider scale. DELSILIFE has been integrated with the non-formal education programmes of the Ministries of Education in the Philippines, Thailand and Indonesia.

POLICY COMMITMENT/SUPPORT:
DELSILIFE programme is used by the provincial Non-Formal Education Centres and the on-going Quality of Life Campaign

PLANS FOR GOING TO SCALE:
In 1986-89, dissemination strategies were developed and the project was implemented on wider scale.

EVALUATIONS:
INNOTECH. Evaluation is part of the DELSILIFE process. As of August 1989 Thailand had 10 new DELSILIFE villages in 9 provinces

WEAKNESS/RISK FACTORS:
Programme depends on goodwill and voluntarism of people

PROJECT PUBLICATIONS:
Delsilife, An educational strategy to fight poverty, CESO paperback No. 9 (1990), Boeren, Kater (eds)

Latin America and the Caribbean

0050

PROJECT TITLE: **Hogares Don Bosco para los Chicos de la Calle**

COUNTRY: Argentina

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; urban areas; social rehabilitation; income-generating activities

TARGET GROUPS:
street children (8 to 18 years old)

OBJECTIVES:
To meet the basic needs of street children and to rehabilitate them through new values and personality development.

INFORMATION ON LEARNERS:
220 children (mainly boys) are currently enrolled in the programme.

RESPONSIBLE BODY:
Centro Juvenil Apostolico

ADDRESS:
Calle Quinquela Martin 1151, Buenos Aires, Argentina

CONTACT PERSONS:
Sra Marta Romero, Permanent Delegation of Argentina

DATE OF CREATION: May 1985

DURATION: On-going

FUNDING SOURCES:
Salesian community; Public grants; Voluntary contributions; Family associations

PROJECT DESCRIPTION:
The programme has the following activities: (1) Observation of the children in a day centre where their basic needs are met; (2) Initiation of an integrated personality development, where the educators (aged 22 to 32 years) propose another model, other values and a different way of life through recreational and income-generating activities; (3) when the children show enough motivation, accommodation is proposed, as well as basic education

including vocational training. The rehabilitation process is implemented in collaboration with governmental bodies.

BACKGROUND:
Rural migration to the suburbs of Buenos Aires has lead to problems related to poverty: alcoholism, drug abuse, delinquency. The children try to survive in the streets by grouping in "ranchadas" which constitute a genuine sub-culture. Observing the positive aspects of the street children's personality, the Salesian Community established this project to enable street children to become good citizen and Christians.

STAFFING:
Staff: 25 persons, including 6 street educators and 7 persons in charge of centres.

POLICY COMMITMENT/SUPPORT:
The project works in collaboration with the government.

EVALUATIONS:
Continuing evaluation is integrated in the project.

WEAKNESS/RISK FACTORS:
Lack of staff training in the basic skills related to teaching/learning methods, psychology, anthropology, social sciences, social work. Weak infrastructure.

BIBLIOGRAPHY:
"Working with Street Children" to be published by UNESCO in 1994.

SOURCES:
Draft of "Working with Street Children"

0058

PROJECT TITLE: **Programa Alternativo de Prevencion Integral de la Marginalidad en la Poblacion Infanto-Juvenil en Alto Riesgo**

COUNTRY: Bolivia

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Working children; vocational training; access to education; urban areas

TARGET GROUPS: Working children (7 to 18 years old)

OBJECTIVES:
To prevent drug abuse amongst working children and to rehabilitate them into society

INFORMATION ON LEARNERS:
At the end of 1991, 500 children and young people (mainly from the Indian tribe of the AYMARA) in the 2 centres of El Alto and 300 children and young people in the 2 centres of the Department of Beni (Amazonia).

RESPONSIBLE BODY:
ENDA Tiers Monde/Bolivia

ADDRESS:
Casilla 9772, La Paz, Bolivia

MANAGER:
Mr Michel Gregoire

DATE OF CREATION: January 1988

DURATION: On-going

FUNDING SOURCES:
UNICEF; United Nations; Commission of the European Communities; Red Cross; Organization of the American States; European Governments; United States; Canada; Government of Bolivia; Private Donations

PROJECT DESCRIPTION:
ENDA Bolivia has the following strategies to prevent drug abuse amongst the working children of El Alto: (1) Research (survey) and communication activities (meetings, workshops) among the various groups to promote change in the relationships between the children, their family, the school and the community; (2) Services, such as meals, accommodation, recreational and educational activities (educational electronic games) are provided to attract young people and children and reduce the time they are passing in the streets; (3) Vocational training in small-scale (income-generating) production centres is proposed to youngsters (a) who accept a team work, (b) to return to the formal school system (assisted by a teacher); and (c) who are able to manage a personal budget. (4) Participatory management of the productive units pertains to the rehabilitation and personality development process.

BACKGROUND:
El Alto is one of the newest cities of Latin America with a school-age population representing 55 per cent of the total population. About 50,000 children (out of a total population of 450,000) are living in the streets. There are only 56 public schools and 21 private schools. The illiteracy rate was in 1990: 22,5 per cent and 29,3 for the women. El Alto is also one of the poorest cities of South America with a child mortality rate of about 300 per 1000 and a life expectancy for women of 46 years. In El Alto, the number of working children (under 14 years of age) is of about 80,000.

STAFFING: Permanent staff are about 70 persons

PLANS FOR GOING TO SCALE:
The programme aims at meeting the needs of 1,000 children. There are several extension projects for the training of street children educators.

EVALUATIONS:
In 4 years 7 accommodation centres and 7 small production centres have been established. 3,000 children and young people benefitted from the programme. An external evaluation is foreseen.

WEAKNESS/RISK FACTORS:
Weak staff training in social development at national and international scales. Lack in publicity for the dissemination of ENDA's approach at regional, and international levels.

BIBLIOGRAPHY:
"Working with street children" to be published by UNESCO in 1994.

SOURCES:
Draft of "Working with street children"

0017

PROJECT TITLE: **Competitive Selection of School Principals, SECOM**

COUNTRY: Brazil

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Educational management; educational quality; dropouts; repetition rate; school community relationship

TARGET GROUPS:
Primary school management in Minas Gerais, Brazil

OBJECTIVES:
To improve quality of schools by widening the participation of school councils in decisions on school management and especially in the process of competitive selection of school principals

INFORMATION ON LEARNERS:
SECOM is a wide innovation that was implemented in a big teaching system that includes millions of students and their families and hundreds of teachers and other educational professionals

RESPONSIBLE BODY: State Government of Minas Gerais

MANAGER: State Education Secretary

CONTACT PERSONS:
UNESCO OREALC office, Calle Enrique Delpiano 2058, Plaza Pedro de Valdivia, Casilla 3187, Santiago de Chile, tel: 56-2-049032, fax: 56-2-491875

WORKING LANGUAGES: Portuguese

DATE OF CREATION: 91

DURATION: On-going

FUNDING SOURCES:
State government; federal government

PROJECT DESCRIPTION:
SECOM is a new system of selecting and appointing school masters. It takes place in the context of a large educational reform aiming at strengthening school autonomy through a stronger principal and increased participation of the community. Instead of the traditional political and lifelong appointments of headmasters, the legislation in Minas Gerais now calls for elections by the school community (teachers and families) of school principals. The most resourceful candidates, who have both good management skills and pedagogic qualities as well as negotiation and cooperation skills are elected for a four-year renewable term. The aim of this programme is to eliminate repetition and dropout rates.

BACKGROUND:
The Minas Gerais state is undergoing a wide educational reform process with deep changes in its teaching system. The main objective is to improve teaching quality, since the state primary schools have the same problems as those in the whole country: poor productivity of schools, high drop-out and retention and low academic performance of students. The current educational policies aim at strengthen schools and render them more autonomous

STAFFING:
Close to 5,000 school principals

POLICY COMMITMENT/SUPPORT:
Support from the Parents' Federation, the State Government as well as from the State Parliament.

PLANS FOR GOING TO SCALE:
General strategy to reach all the state schools, which represents 80 per cent of all schooling in the state. SECOM has given rise to much interest in other states as well and could potentially be implemented nationwide, through CONSED (all State Secretaries of Education in Brazil)

EVALUATIONS:
Survey of main problems is currently being carried out by central administration in Minas Gerais

WEAKNESS/RISK FACTORS:
Initial resistance from the Association of School Principals had to be overcome. There were also objections to the electoral process in some schools and difficulties in defining responsibilities between principals, teachers and members of school councils, which are made up of parents, school teachers, employees and students.

PROJECT PUBLICATIONS:
Guide manual for school management; Magazine "Colegiado um Revista" for school administrators; The competitive selection of school principals, Namo de Mello and Neubauer de Silva, UNESCO 1992

0015

PROJECT TITLE: **The 900 Schools Programme**

COUNTRY: Chile

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Learning improvement; dropouts; educational quality; socially disadvantaged children; curriculum development; student participation; educational management; local teacher; teacher role; motivation; school community relationship

TARGET GROUPS:
The poorest schools in the country and the most disadvantaged children in these schools

OBJECTIVES:
To raise achievement levels and the quality of education for the most disadvantaged children in Chile

INFORMATION ON LEARNERS:
222,491 primary school students in grades one through four in 1,376 schools

RESPONSIBLE BODY:
Ministry of Education

ADDRESS:
Ministerio de Educacion Av. Libertador Bdo. O'Higgins 1371 8th Piso Of 819, Santiago, Chile. Tel: 698 3351, Fax: 698 7831

MANAGER:
Jara, Cecilia

CONTACT PERSONS:
Filp, Johanna, CIDE, Casilla 13608, Santiago 1, Chile

WORKING LANGUAGES: Spanish

DATE OF CREATION: 1990

DURATION: On-going

FUNDING SOURCES:
Government; Sweden; Norway; Denmark; World Bank

COST DATA:
US$ 5 million/year ($2,300/school, $12/student)

PROJECT DESCRIPTION:
The guiding principles of the 900 schools programme are positive discrimination, equity, professionalization of teachers and articulation of school culture with community culture. Participating schools were selected on the basis of scores obtained on the national achievement test, choosing the poorest schools with the lowest scores. The programme has the following components: learning workshops for third and fourth graders with learning problems led by monitors from the community; in-service workshops for teachers led by supervisors from MOE; preparation of new textbooks and manuals; classroom library and didactic materials; improvement of school facilities, involving construction and repair

STAFFING:
7, 267 teachers, 400 supervisors, 17 staff for national coordination and curriculum development and 6 staff for evaluation activities, 2 staff for planning and budget activities

POLICY COMMITMENT/SUPPORT:
Government

PLANS FOR GOING TO SCALE:
The 900 schools project is no longer a pilot programme which must still demonstrate its effectiveness in the system, but rather a programme inserted in the system

EVALUATIONS:
El programa de las 900 escuelas: evaluacion, Cardemil and Latorre, Santiago, UNESCO/OREALC, 1992; Cardemil, El proceso pedagogico. Evaluacion del programe de mejoramiento de la calidad de las escuelas en sectores pobres en Chile, Santiago, CIDE, 1991; "All the children learn", Johanna Filp, paper prepared for IIEP/OREALC seminar Santiago 1992

WEAKNESS/RISK FACTORS:
Some teachers felt their role threatened by the activities in the workshops carried out by the young monitors

PROJECT PUBLICATIONS:
Programa de majoramiento de la calidad en escuelas basicas de sectores pobres, Ministerio de educacion, 1991; All the children learn, Filp, UNESCO 1992

BIBLIOGRAPHY:
All Children Can Learn, UNESCO 1993

0019

PROJECT TITLE: **Escuela Nueva**

COUNTRY: Colombia

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Educational quality; rural areas; dropouts; access to education; curriculum development; teacher effectiveness; community participation

TARGET GROUPS:
Primary school children in rural areas and the local communities

OBJECTIVES:
To find solutions to the persistent problems of access, equity and poor education of rural education in Colombia.

INFORMATION ON LEARNERS:
Currently the plan has reached 18,000 schools

RESPONSIBLE BODY: Government of Colombia

CONTACT PERSONS:
Mr E. Schiefelbein, Director, UNESCO OREALC Calle Enrique Delpiano 2058, Plaza Pedro de Valdivia, Casilla 3187, Santiago de Chile, tel: 56-2-049032, fax: 56-2-491875

WORKING LANGUAGES: Spanish

DATE OF CREATION: 1975

DURATION: On-going

FUNDING SOURCES:
Government; UNICEF; Save the Children; Interamerican Development Bank; World Bank; USAID; Private organizations of Colombia

PROJECT DESCRIPTION:
The Escuela Nueva is designed to respond to the need for complete and good primary education in rural areas. This "New School" is a system of primary education that integrates curricular, community, administrative-financial, and training strategies to improve the effectiveness of rural schools. The system provides active instruction, a stronger relationship between the schools and the community and a flexible promotion mechanism adapted to the lifestyle of the rural child. Flexible promotion allows students to advance from one grade or level to another at their own pace. In addition, children can leave school temporarily to help their parents in agricultural activities without jeopardizing the chance of returning to school and continuing their education.

BACKGROUND:
Until 1950, Colombia was the country with the lowest educational achievement of all Latin America. Between 1950 and 1975, a tremendous educational expansion increased primary school coverage from 50 per cent to 80 per cent. Currently, 4,2 million children are enrolled in primary school but still 16 out of every 100 do not attend. Distribution is uneven: while in the capital 13 per cent of children do not attend school, the figure is 22 per cent in rural areas.

PLANS FOR GOING TO SCALE:
The Government of Colombia adopted this innovation in 1987 as the strategy to universalize primary schooling in all 27,000 schools in rural Colombia. It is expected that by 1995 all rural schools will have adopted this innovation

EVALUATIONS:
1988, Rojas and Castillo, Evaluation del Programa Escuela Nueva en Colombia, Bogota, Instituto SER de Investigaciones.1992: Psacharopoulos, Rojas, Velez, Achievement Evaluation of Colombia's Escuela Nueva. Is multigrade the answer? World Bank working papers, Washington

WEAKNESS/RISK FACTORS:
The Escuela Nueva has proved its viability over the years. The greatest difficulty encountered, however, was on the administrative level: to integrate the innovation in a hierarchical bureaucracy where it is vulnerable to political manipulation.

IMPACT:
The Escuela Nueva system has produced a large cadre of students, teachers, supervisors, administrators, researchers, representatives of government and non-governmental agencies and local residents, who constitute a critical mass eager to work for other educational or social innovations

PUBLICIZING:
A communication and information strategy was developed, using print, radio and TV addressed to departmental secretaries of education, mayors, directors of educational clusters, and secretaries of education at the municipal level.

PROJECT PUBLICATIONS:
Colbert, 1987, Univesalisacion de la Primaria en Colombia. El Programa de Escuela Nueva, En La Educacion Rural en Colombia, Cali, Colombia: Foundation For Higher Education, FES; Colbert, Arboleda, 1991, The New School Programme, in Effective Schools in Developing Countries, Henry M. Levin and M. Lockheed (ed), World Bank, Washington

BIBLIOGRAPHY:
Schiefelbein, E., (1993) En busca de la escuela del siglo XXI. Puede darnos la pista la Escuela Nueva de Colombia?

SOURCES:
Arboleda, J., (1992) Participation and Partnership in the Columbian Escuela Nueva, in Collaboration for Educational International Institute for Educational Planning (prepared for an IIEP/OREALC seminar, Chile, 9-12 November 1992).

0060

PROJECT TITLE: **Patio del Gamin**

COUNTRY: Colombia

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; underprivileged children; urban areas; vocational training; access to education

TARGET GROUPS:
street children under 18 years of age

OBJECTIVES:
To improve the living conditions of children in particular difficult circumstances

INFORMATION ON LEARNERS:
About 600 street children under 18. The Centre is also involved in activities centred on unemployed young people without any vocational training, in situation of pre-delinquency and vagrancy.

RESPONSIBLE BODY: Ciudad Don Bosco

ADDRESS:
Calle No. 95 A - 190, A.A. 11541 Medellin, Colombia

MANAGER:
Padre Carlos Montalbo

CONTACT PERSONS:
Sra Silvia Martinez, Permanent Delegation of Colombia to UNESCO

DATE OF CREATION: February 1979

DURATION: On-going

FUNDING SOURCES:
Salesian Community

PROJECT DESCRIPTION:
Following "Don Bosco's methodology", the work involves 5 steps that are linked to different activities and centres: (1) contact; (2) provisional accommodation; (3) educational activities in the Don Bosco City; (4) vocational training; (5) Accommodation in a Youth Centre.

STAFFING:
Staff: 68

WEAKNESS/RISK FACTORS:
Lack of exchange of information on the appropriate methodologies used in the area of the street children education.

BIBLIOGRAPHY:
"Working with street children" to be published by UNESCO in 1994.

SOURCES:
See bibliography.

0034

PROJECT TITLE: **Strong Beginnings, The Puntarenas Initiative**

COUNTRY: Costa Rica

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Early childhood; adult literacy; parent participation; school-community relationship; health services; rural areas; learning methods; life skills; enrolment of girls; self-instruction;

educational management; local teacher; income-generating activities; financial administration; motivation

TARGET GROUPS:
Pre-school children and their parents

RESPONSIBLE BODY:
Save the Children (SC)

ADDRESS:
54, Wilton road, P.O.Box 950, Westport CT 06881, USA. Tel.: (203) 221 4000

CONTACT PERSONS:
Wood, A.W., Director of Education

WORKING LANGUAGES: Spanish

DATE OF CREATION:August 1991

DURATION: On-going

FUNDING SOURCES:
SC; UNICEF; NGOs; IMAS

PROJECT DESCRIPTION:
Strong Beginnings incorporates a strong accent on early childhood development (ECD) and brings together early childhood stimulation, parent education, adult education (literacy), and complementary community development activities. Due to recent economic setbacks SC has been approached by the governments Instituto Mixto de Ayunda Social (IMAS) to undertake support, supervision and evaluation roles in their Proyecto Hogares Communitarios for Puntarenas, a run-down seaport on the Pacific coast of the country. In this home-based day care program, community women receive initial and continued training as well as support to fix their homes appropriately before taking in up to 10 children each. The project will also include attention to the problems of transfer between early childhood facilities and the first grades of primary school.

STAFFING: Local

POLICY COMMITMENT/SUPPORT:
Governmental, SC, UNICEF, NGOs

PLANS FOR GOING TO SCALE:
After the 4 pilot projects (Thailand, Costa Rica, the Philippines, and Nepal), further field visits have brought to light the potential of developing strong programs in Mali, Middle East Region, Zimbabwe, Bolivia, and Colombia. The project will be expanded to other regions.

EVALUATIONS:
91/92 has taken the form of an assessment of the projects feasibility within SC's established program.

0018

PROJECT TITLE: **Community Rural Education Project ERCO**

COUNTRY: Mexico

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
Teacher education; dropouts; educational quality; access to education; community participation

TARGET GROUPS:
9-14-year-old school drop-outs in rural areas, and their mothers

OBJECTIVES:
To raise the quality of education in rural schools

INFORMATION ON LEARNERS:
37 teachers, 20 children, small number of mothers

RESPONSIBLE BODY:
Centro de Estudios Educativos (CEE)

ADDRESS:
Avenida Revolucion 1291, San Angel Tlacopac, Del Alvaro Obregon, 01040 Mexico

CONTACT PERSONS:
Schmelkes, Sylvia

WORKING LANGUAGES:
Spanish

DURATION:
14 months

FUNDING SOURCES:
International Development Research Centre, IDRC; Centro de Estudios Educativos

PROJECT DESCRIPTION:
ERCO was a research-linked pilot project located in the Mexican state of Guanajato. It was

designed to deal with and prevent low quality of education in rural schools. It was implemented through a teaching and research specialization programme for teachers to which were linked two other programmes: work with dropout children ages 9-14 and early education for peasant mothers, "Conociendo a mi hijo". The Specialization Programme, with credit value, offered three courses: Theoretical bases of teaching, Curricular innovation in rural basic education and Methodology and practice of participatory research.

STAFFING:
Five researchers

POLICY COMMITMENT/SUPPORT:
Instituto Nacional Para la Atencion de los Adultos (INEA)

PROJECT PUBLICATIONS:
Ser maestro rural: una mision imposible?, Fierro; Por los ninos: apreniendo juntos padres y maestros, Guijosa, Badillo; Case study on Community rural education, Chavez, Universidad Nacional Pedagogica, Mexico City, UNESCO 1992

0059

PROJECT TITLE: **JUCONI: Junto con los Ninos de Puebla**

COUNTRY: Mexico

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
working children; street children; urban areas; disadvantaged groups; access to education

TARGET GROUPS:
Working children (3 to 17 years old); street children (about 11 to 17 years old)

OBJECTIVES:
To improve the living conditions for street and working children through basic education.

INFORMATION ON LEARNERS:
In 1992-93: about 110 street children (average age: 11 to 17) and about 100 working children. The working children are mainly boys (75 per cent) from rural and under-privileged groups.

RESPONSIBLE BODY:
Fundacion Juconi A.C.

ADDRESS: Colonia Huexotitla, C.P. 72534 Puebla, Mexico, Fax: (52-22) 3778837

MANAGER: Dr Sara Thomas de Benitez

DATE OF CREATION: 1989

DURATION: On-going

FUNDING SOURCES:
Children's Trust; UNESCO

PROJECT DESCRIPTION:
The project operates through the following programmes: (1) Protecting working children and integrating them in the formal school system. First the children are invited to meet in a "club" that offers recreational activities and discussions. Secondly, in a "Day Centre", they are socialized through (a) discussions on such topics as "work" and "future", (b) health and hygiene education (c) basic education, (d) recreational activities. (2) The "Popular education" programme, offers discussion groups for parents with children at high risk, together with training workshops (in sewing, cooking,etc). (3) For street children, the aim is reintegration into their families. The programme provides accommodation and education for 20 children during 3 to 18 months in the JUCONI House. A biannual "Project for life" is prepared for each child. The evaluation is based upon a series of nine objectives (the same for all) plus one objective specific to each child. For the emotional balance of the children, emphasis is put on communication skills which allow them to talk about "family anxiety" and the establishment of positive relationships between the child and the family. A monitoring programme for former street children is being prepared.

BACKGROUND:
The Foundation was established in 1989 with financial assistance of Children's Trust on the basis of a feasibility study and as a follow-up of the activities implemented in "Operacion Amistad" during two years (1989-1990). For the Juconi project, it has been decided to establish separate sub-programmes for street and working children. A prevention programme called "Popular education" has been developed for families with children "at high risk".

STAFFING:
Regular staff: 17 persons assisted by about 30 social service students

EVALUATIONS:
In 1991-92, following results are reported: only 30 per cent of the children left definitively the street. All the working children of the Day Centre are integrated in the formal school and school achievement has improved. Same positive results for the children whose parents participated in the programme of "popular education". For the children admitted in the JUCONI House, the rehabilitation was successful for 60 per cent of the children.

BIBLIOGRAPHY:
"Working with street children" to be published by UNESCO in 1994.

SOURCES: "Working with street children"

0080

PROJECT TITLE: **Non-Formal Initial Education**

COUNTRY: Mexico

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Access to education; minority groups; disadvantaged groups; rural areas; health services

TARGET GROUPS:
Rural, poor comunities, mostly among the indigenous population

OBJECTIVES:
To boost indigenous children's development skills, provide better opportunities for these children to succeed in school and enrich the family unit as the child's first learning environment

INFORMATION ON LEARNERS:
This project reaches out to 6,065 communities throughout all of the country's states, covering about 138,500 parents and, indirectly, some 188,500 children

RESPONSIBLE BODY:
Ministry of Education

ADDRESS: Subsecretaria de Servicios Educativos para el D.F., Unidad de Education Inicial, Xocongo No 65-er piso, Colonia Transito, 06820, Mexico, D.F. Fax: 52-5- 740-48-43

MANAGER:
Ms Guadalupe Elizondo Vega, Directora de Educacion Inicial

WORKING LANGUAGES: Spanish

DATE OF CREATION: 1981

DURATION: On-going

FUNDING SOURCES:
Ministry of Education; Bernard van Leer Foundation; World Bank

COST DATA: US$ 6 million/year; US$ 31 annual cost per child

PROJECT DESCRIPTION:
The project trains parents through classes in community centres or home visits. Each parent (or aunt, uncle or grandparent) is given forty-two hour training sessions, based on a Parent Guide Curricula 383-page illustrated guide covering issues such as family planning, pregnancy and childbirth, health and hygiene, nutrition, child development. Parents are trained by a community educator (70 per cent of which are female), selected by a community council. Each educator receives a two-week training course and works with some 20 families, to form a project nucleus. Ten nuclei make up a module, assisted by a module supervisor and up to ten modules are supervised by a zone coordinator. The salary for a community educator is 145 pesos/month (US$ 48) as compared to US$ 200 for a supervisor or a coordinator.

BACKGROUND:
While efforts have been made to provide basic education to all in Mexico, there are still tremendous problems of access and quality to the rural poor. Only 50 per cent of children entering first grade finish primary education within the six cycles, and the failure rate is 30 per cent. Only two per cent of the population under five is enrolled in some form of initial education. Especially hard hit are the indigenous populations.

STAFFING:
The programme is run by the director of the initial education unit, who is assisted by a project coordinator. The regional staff includes 113 zone coordinators, 552 module supervisors and 6,996 community educators, totalling 7,661 persons.

PLANS FOR GOING TO SCALE:
With the World Bank funds, it is expected that this project will be extended and improved considerably, reaching about 1.2 million children.

EVALUATIONS:
In 1987, the Bernard van Leer Foundation carried out an evaluation of the programme which concluded that the "non-formal programme was equally effective as regular kindergarten programmes in boosting child readiness for school". New systematic evaluations need to be undertaken to ensure the programme effectiveness.

WEAKNESS/RISK FACTORS:
Limited education background of the educators, combined with insufficient pre- and in-service training; the difficulty of motivating learners to attend classes as they have competing demands of tending tot he fields; weak institutional capacity of minister's initial education unit; governments austerity programme which may make it difficult to ensure programme funds.

PUBLIZICING:
Several write-ups exist in Spanish, as well as slides as videos

0061

PROJECT TITLE: **Ninos de la Calle: de Pirana a Delfin**

COUNTRY: Peru

PROJECT TYPE: NGO

MAIN EDUCATIONAL PROBLEM TACKLED:
street children; working children; access to education; vocational training; income-generating activities

TARGET GROUPS:
Street children (12 to 17 years old)

OBJECTIVES:
To reintegrate children at risk into their family and school through education and vocational training programmes.

INFORMATION ON LEARNERS:
Mainly juvenile delinquents and drug addicts. 70 per cent of them are between 12 and 14 years of age; 30 per cent between 7 and 11 or between 15 and 17. In November 92, accommodation was provided to 144 children in 1 centre for boys, and 1 centre for girls.

RESPONSIBLE BODY:
Centro de Informacion y Educacion para la Prevencion del Abuso de Drogas

MANAGER:
Sr Dwight Ordonez Bustamante, Raca y Bologna 271 Miraflores Lima 18, Peru, Fax: (51-14) 404299

DATE OF CREATION: September 1989

DURATION: On-going

FUNDING SOURCES:
In 1990-92: Commission of the European Communities (136,000 US$) for the launching of the project; 1992: Caritas-Netherlands (90,000 US$); 1991-92: Private donations (USA); United Kingdom (25,000 US$) in 1991 and for 1993-94 (320,000 US$ are foreseen).

PROJECT DESCRIPTION:
The programme has "open houses" where the children can stay for about 10 months. During this time they are prepared for a return into their own family. Integration into the formal school system is prepared through a personalized education programme (2 hours a day). Income-generating activities are organized (4 hours/day) in collaboration with tradesmen. Vocational training is provided to the 14 years-old and above, either in workshops

established by CEDRO, or in private small-scale production units which prepare the youngsters for jobs. Since the manual activities have proved to have a positive influence on children's behaviour, the team insists that all participate in these.

BACKGROUND:
The Centro de Informacion y Educacion para la Prevencion del Abuso de Drogas (CEDRO) has fought drug abuse among children since 1986. The present programme was outlined from the conclusions of a survey (1989) carried out to evaluate the social situation in big cities and determine possible intervention policies. There are about one thousand street children, mainly from the second generation who have migrated from rural areas, who have broken completely with their family and social environment. 90 per cent of them left their family because of maltreatment. 100 per cent of the children recognize that they used drugs at one time or another.

STAFFING:
Currently 43 persons including: 1 coordinator, 12 persons (for administration), 25 educators, 1 social worker, volunteers, staff of the vocational training workshops.

POLICY COMMITMENT/SUPPORT:
The Government brought logistic support (the centres) to the project.

PLANS FOR GOING TO SCALE:
Extension to the main cities of the country (Cuzco, Huancayo, Chiclayo, Tarapoto and Chincha). Pilot projects for the protection of working children are being established in five districts of Lima in collaboration with ILO.

EVALUATIONS:
Of 900 children who have benefitted from the programme: 25 per cent returned to their family, 30 per cent established continuing relationships with it, 30 per cent are enrolled in the formal school system. 30 per cent of the former street children return to one of the Centres after a while (instead of going back to the street). Evaluation of the vocational training activities is not yet possible.

WEAKNESS/RISK FACTORS:
Important reluctance of the teaching staff for the integration of street children into the formal education system. Re Vocational Training: No recognized certificate is for the moment delivered by the Centre. For the vocational rehabilitation increasing difficulties are reported due to the economical crisis.

BIBLIOGRAPHY:
"Working with street children" to be published by UNESCO in 1994.

SOURCES:
Draft of "Working with street children"

0014

PROJECT TITLE: **SERVOL Pre-Schools**

COUNTRY: Trinidad and Tobago

PROJECT TYPE: NGO; Government

MAIN EDUCATIONAL PROBLEM TACKLED:
early childhood; educational quality; disadvantaged groups; access to education; curriculum development; learning methods; local teacher; teacher role; community participation; school community relationship; parent participation

TARGET GROUPS:
Two-to five-year-old children

OBJECTIVES:
The Early Childhood Education Programme aims at developing the creativity and spontaneity of three- to five-year-olds.

INFORMATION ON LEARNERS:
153 pre-schools covering an estimated 5,000 children between 2-5 years annually

RESPONSIBLE BODY: SERVOL, Service Voluntered for All

ADDRESS:
91 Frederick Street, Port-of-Spain, Trinidad, W.I.. Tel.: 1809-623-5308;623-6746;627-9183; 623-6234, Fax: 809-624-1619

MANAGER:
Sister Ruth Montrichard, Executive Director

CONTACT PERSON:
Mr Gerry Pantin C.S.Sp., former Executive Director

WORKING LANGUAGES:
English

DATE OF CREATION: 1972

DURATION: On-going

FUNDING SOURCES:
Government; Bernard van Leer foundation; income generating activities

COST DATA: TT$2,100,000 1992

PROJECT DESCRIPTION:
In co-operation with the government, Servol provides pre-school teacher training, curriculum development, supervision of classroom management, assistance with furniture and facilities and on-going teacher development to approximately 154 pre-schools. Servol pre-schools are characterized by: community choice of the pre-school teachers; community provision and maintenance of premises; establishment of a management committee from the community; understanding and acceptance by parents of Servol's child-centred educational approach, the SPICES curriculum incorporating Spiritual, Physical, Intellectual, Cultural, Emotional and Social areas; involvement of parents in school activities; Servol trained teachers under the supervision of the Servol Early Childhood Education Programme. This programme has been granted Certificate status by the Delegacy of Oxford University which acts as external examiners for the programme

STAFFING:
308 teachers

POLICY COMMITMENT/SUPPORT:
Government

PLANS FOR GOING TO SCALE:
The goal of the programme is to establish pre-schools with trained pre-school teachers in every community in Trinidad and Tobago where such schools are wanted and needed.

EVALUATIONS:
The overseas funding agencies have commissioned independent evaluation reports from outside consultants on the operations of the pre-school project

WEAKNESS/RISK FACTORS:
To disseminate SERVOL on a national level would require a fundamental change in the teacher training system, as well as a change in curricula. It would also require a change in the concept of education, where the students' needs should be the focus of both the programme of education and the practice of teaching. The Servol model could be extended to both primary and secondary systems provided the existing teaching staff were required to underdo a training in concepts and methodology. For each school, the development in community involvement could be done both in inner-city schools and in rural schools. Servol centres already work in the least developed and most crime-ridden areas in both urban and rural districts.

IMPACT:
The project is well-known in the region and regularly receives visitors

PROJECT PUBLICATIONS:
Collaboration for educational change: Servol pre-school and adolescent training programmes, Diana Mabhir, IIEP, Paris 1992. In 1994 a publication in the series Education for All, Making it Work, will be issued by UNESCO

0016

PROJECT TITLE: **SERVOL Adolescent Training Programmes**

COUNTRY: Trinidad and Tobago

PROJECT TYPE: NGO; Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Dropouts; access to education; disadvantaged groups; vocational training; curriculum development; learning methods; local teacher; school community relationship; motivation; teacher education

TARGET GROUPS:
High school drop outs and adolescents at risk

OBJECTIVES:
The Adolescent Development Programme is a 14-week course that helps teenagers become more self-aware, understand their emotions and develop positive attitudes towards life. The Adolescent Skills Training Programme is vocational training

INFORMATION ON LEARNERS:
40 adolescent training centres reaching 3000 teenagers every year.

RESPONSIBLE BODY:
SERVOL

ADDRESS:
91 Frederick Street, Port-of-Spain, Trinidad, W.I.. Tel: 809-623-5308, Fax:1809-624-1619

MANAGER:
Sister Ruth Montrichard, Executive Director

CONTACT PERSONS:
Fr Gerry Pantin, former Executive Director

WORKING LANGUAGES:
English

DATE OF CREATION: 1972

DURATION: On-going

FUNDING SOURCES:
SERVOL; Government; Trinidad and Tobago Development Foundation, Fundaid; Inter American Foundation; Misereror; Helvetas; Cebemo

COST DATA:
TT$3,600,000+TT$ 970,000/annually

PROJECT DESCRIPTION:
Servol adolescent development programme teaches socially rejected young people in the 17 to 23 age group how to be responsible parents and helps them develop attitudes which will enable them to go on to successfully complete the vocational training and entrepreneurship opportunities provided by Servol and a sister organization - Fundaid. The first aim of the project is to teach these young people, many of whom are already parents and whose own childhood was characterized by neglect and/or abuse, how to be responsible parents. The second aim is to improve the self image and self esteem of these young people who had been condemned as drop outs and motivate them to take control of their own lives.

BACKGROUND:
In 1970, a state of emergency was declared in Trinidad and Tobago, following uprisings staged by the Black Power Movement. It's members were protesting against high unemployment among Trinidadians of African descent, who form 41 per cent of the population. Gerard Pantin, a white Roman Catholic priest and science teacher at one of the island's prestigious schools, resigned from his position and ventured into the areas of poverty, that had become synonymous with armed rebels and subversiveness. Slowly, winning respect through social action, Servol was established and volunteers came forward to help. Early on in this process, Servol defined the foundations : "philosophy of ignorance" "attentive listening" and "respectful intervention".

STAFFING:
164 teachers and teachers' assistants in 41 centres which are in the hands of a community board of education

EVALUATIONS:
Boards of education meet on a monthly basis to monitor the programmes in each community, together with the teachers and the Servol field officer. Servol does annual reports for the funding agencies and produces a monthly journal report. Overseas funding agencies have commissioned independent evaluation reports on aspects of the adolescent training project.

IMPACT:
The holistic approach of Servol to human development and highly personalized working methods are inspiring and instructive both to community workers, teachers and policy planners grappling with inner-city problems of drugs, crime and violence.

PROJECT PUBLICATIONS:
Collaboration for educational change: Servol pre-school and adolescent training programmes, Diana Mahbir, IIEP, Paris, 1992. In 1994 a publication on Servol in the series Education for All, Making it Work, will be issued by UNESCO

0081

PROJECT TITLE: **Youth Training and Employment Partnership Programme**

COUNTRY: Trinidad and Tobago

REGION: Latin America and the Caribbean

PROJECT TYPE: Government

MAIN EDUCATIONAL PROBLEM TACKLED:
Out-of-school; access to education; vocational training

TARGET GROUPS: Out-of-school or unemployed young persons, 18-25 years

OBJECTIVES:
Human resource development, aimed at fashioning a well-rounded individual, skilled in a specific trade and possessing the necessary attitudes, values and confidence to strive in a competitive, commercial environment.

INFORMATION ON LEARNERS:
50,900 trainees have been enrolled in YTEPP's centre-based programme and 227,500 have graduated. 142 community-based centre-based projects have been completed.

RESPONSIBLE BODY:
The Youth Training and Employment Partnership Programme Ltd, YTEPP

ADDRESS:
4th level Guardian Building, 22-24 St Vindent Street, Port-of-Spain. Tel:1809-625-1005; 809-625-8308/9, Fax: 809-625-0674

MANAGER: Winston Williams, Executive Director

CO-OPERATING BODIES:
FIT Canada; OAS; IADB; World Bank; UNESCO; AMU Sweden

WORKING LANGUAGES: English

DATE OF CREATION: 1988

DURATION: On-going

FUNDING SOURCES: Government

PROJECT DESCRIPTION:
YTEPP is a state company which provides training for unemployed and out-of-school youth, 15-23 years, to become employed through wage or self-employment. The programme includes: job skills training in areas such as food preparation, automechanics and agriculture, based on the train-as-you-earn approach; motivational and attitudinal training; remedial education to improve literacy and numeracy skills; career guidance, counselling services and assistance to young self-employed people. Admission is free of charge. The training programmes are centre-based and community-based. Centre-based training is offered during vacations and in the evenings as secondary schools. Community-based training is offered in rural areas at homes, churches and community centres. Post training includes micro-entrepreneurship, a sales bureau and an employment bureau. Through the Partnership Programme, the business community together with government agencies are invited to contribute through in-kind donations, apprenticeship opportunities, financial assistance and sponsorship.

BACKGROUND:
Since the early 1980's, the Republic of Trinidad and Tobago has witnessed an economic recession which has led to a rapid rise in unemployment (40 per cent for the under 25 age-group). In 1988 a Cabinet appointed committee found that many young people were unemployable because of low education levels, low levels of skills and poor attitudes towards self, work and society. Juvenile crime and drug addiction were serious side effects. The Youth Employment Partnership Programme was formed as a response to these problems, with great emphasis on micro-entrepreneurship or small business. Focusing on self-reliance, enhancing the informal sector was seen as one way of realizing economic growth.

STAFFING: Approximately 1,240 are employed in YTEPP's network.

POLICY COMMITMENT/SUPPORT: Government

EVALUATIONS:
YTEPP has been selected as a model youth training programme by the World Bank

IMPACT:
YTEPP has, in its own words, succeeded in spreading a culture os entrepreneurship among young people and has restored hope and opportunity to youth. YTEPP has saved schools significant funds by repairing equipment, furniture and facilities at schools.

PUBLICIZING:
A radio call-in programme entitled `Trying Times`, targeted to young entrepreneurs was aired from August to November 1991. It was sponsored by the National Gas Company and raised awareness of YTEPP among young people. Four annual exhibitions of YTEPP graduates have been held.

PROJECT PUBLICATIONS: Information kit; Newsletter the YTEPPER

SOURCES: Project Information kit